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REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1882-'83.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1884.

2019年10月 10日 星期三

THE TERRITORIES — ALASKA.

Educational work in this vast Territory is still entirely dependent on private benevolence. Letters from Rev. Sheldon Jackson, D. D., and Mr. Ivan Petroff show the following facts :

In the southeastern section of the Territory, known as the Alexander Archipelago, there were 7 good English schools, 3 of which had boarding and industrial departments. Six of the 7 were maintained at the expense of the board of home missions of the Presbyterian Church. Six of them were among the Thlinkets and one among the Hydah speaking people. Over 500 pupils were reported in these schools, 200 of them belonging to the school at Sitka.

In the southwestern section the only schools were one sustained by the Russo-Greek Church, at Belkovsky, and 3 by commercial companies, one of the latter at St. Paul, with 69 in average attendance, and the other at St. George, with 22. No other educational facilities are afforded the people of Southwestern Alaska, although among them in the principal trading centres are several thousand people of mixed blood, who, under Russian rule, had made considerable advance in civilization. About 500 of this class out of 8,000 or 9,000, it is estimated, are able to read and write their own language, and perhaps a fourth of this number the Russian language also.

There is perhaps no portion of United States territory that stands in greater need of national aid for school work than this. Certainly the efforts already made by churches and by private benevolence have been and are being amply rewarded.¹

ARIZONA.

The statistics from this Territory are too meagre to afford a basis for satisfactory comparison of the school work of 1882 and previous years. A territorial school census

¹ As this report is going through the press, the House of Representatives, on the 14th of May, 1884, passed the Senate bill providing a civil government for Alaska, which was signed by the President on the 17th.

This act creates a governor at a salary of \$3,000, a judge at \$3,000, a district attorney at \$2,500, a marshal at \$2,500, a clerk at \$2,500, four commissioners at \$1,000 each and fees, and four deputy marshals at \$750 each and fees.

These officers are appointed by the President, with the exception of the deputy marshals, who are appointed by the marshal.

The seat of government is established at Sitka. The four commissioners and four deputy marshals are to reside respectively at Sitka, Wrangell, Juneau, and Unalaska.

The laws of Oregon, so far as applicable, are extended over the district. A term of the district court is to be held each year at Sitka, commencing on the first Monday of May, and one at Wrangell, beginning on the first Monday in November. No provision is made for a territorial legislature or a delegate in Congress. The general land laws of the United States are not extended over the country. The squatter rights of Indians and others are recognized. Mission stations are continued in the occupancy of the 640 acres now claimed by them. The owners of mining claims can perfect their titles in the usual way.

The governor is required to inquire into the operations of the Alaska Commercial Company and annually report to Congress the result of such inquiries and any and all violations by said company of the agreement existing between the United States and said company.

The Secretary of the Interior is directed to select two of the officers, who, together with the governor, shall constitute a commission to examine into and report upon the condition of the Indians residing in said Territory; what lands, if any, should be reserved for their use; what provision shall be made for their education; what rights by occupation of settlers should be recognized, and all other facts that may be necessary to enable Congress to determine what limitations or conditions should be imposed when the land laws of the United States shall be extended to said district.

The importation, manufacture, and sale of intoxicating liquors in said district, except for medicinal, mechanical, and scientific purposes, are prohibited.

The Secretary of the Interior is directed to make needful and proper provision for the education of the children of school age in the Territory of Alaska, without reference to race, until such time as permanent provision shall be made for the same, and the sum of \$25,000 is appropriated for this purpose.

Thus, after seventeen years of delay, a government has been secured for Alaska. In respect to this successful result this Bureau has endeavored to do its whole duty by obtaining trustworthy information in regard to the condition of the inhabitants and their educational needs, and by furnishing it to the

shows 10,283 youth of school age; but the number attending schools, either public or private, is not given. More public school teachers were employed than during 1880-'81 and \$53,640 more were expended on the schools. A uniform series of textbooks was adopted, which had facilitated the work of teachers and the progress of their pupils. The superintendent says the schools are in need of that general supervision which the insufficiency of legislative appropriation prevents him from giving, although required by law, and that they also need more local supervision than the probate judge, who acts as county superintendent, can find time to give.

DAKOTA.

Dakota reports a school population of 38,815, with 25,451, or about 65 per cent., enrolled in 41 graded and 981 ungraded public schools, 16 counties having failed to report in respect to all these items. No comparison can be made between 1881 and 1882, in respect to these points, in the absence of any report for the former year. The insufficiency of reports from this Territory is ascribed partly to the neglect of local supervisors and partly to a municipal system quite independent of territorial authority, which is rapidly removing the more populous places from the superintendent's control.

DISTRICT OF COLUMBIA.

As the statistics of District schools have not been furnished for 1882, no comparison of the educational condition of the District between this year and 1881, can be made, except in regard to the funds received and expended for public schools. Each of these figures in 1882 amounted to \$579,312, against \$555,644 received and \$527,312 expended in 1881, an increase for the year of \$52,000 applied to public school purposes.

The city of Washington, with a white school population of 27,142, enrolled 17,306 in public schools, of whom 13,168 were in average daily attendance, besides 5,000 in private schools. The public schools were taught 186 days, in 54 buildings, containing

Government officers and to the people. In this effort Prof. W. H. Dall, of the United States Coast Survey, and Rev. G. H. Atkinson, D. D., of Oregon, were especially helpful.

The report of this Office for 1870 had a notice of education in Alaska, and year after year these notices were continued as data warranted.

In 1876 the Commissioner of Education, as representative of the Department of the Interior, expended a portion of the funds at his control to secure a representation of native life in Alaska for the Centennial Exposition at Philadelphia.

In February, 1882, a special report from this Office on education in Alaska, recommending an appropriation of \$50,000 for schools, was made to the Secretary of the Interior, and by him forwarded to Congress through the President.

In 1877 Rev. Sheldon Jackson, D. D., superintendent of Presbyterian missions for the Rocky Mountain Territories, having had his attention called to Alaska, visited the southeastern portion, and established the first American school in that section on the 10th of August, 1877, with Mrs. A. R. McFarland, as teacher. Later, he established schools at Sitka, Haines (Chilkats), Boyd (Hoonyahs), and Jackson (Hydahs). Returning to the States, Dr. Jackson commenced an agitation to arouse the dormant public sentiment of the country in behalf of a government and schools for Alaska. He held public meetings in many of the leading cities and many of the prominent towns from the Pacific to the Atlantic, delivering from 1878 to 1884 about nine hundred addresses on Alaska. He went before committees of the Forty-Sixth, Forty-Seventh, and Forty-Eighth Congresses, and with unflagging zeal sought to enlist the interest of congressmen. He secured the hearty cooperation of the missionary societies of the Baptist, Methodist, Congregational, Episcopal, Moravian, and Presbyterian churches.

In 1880 he published a book on Alaska, and on March 23, 1882, delivered an address before the Department of Superintendence of the National Educational Association, which was printed by this Bureau in Circular of Information No. 2, 1882. Of this circular three editions have been called for, making an aggregate of 60,000 copies. During the summer of 1883, he visited the twenty-second annual meeting of the National Educational Association of the United States, the second National Educational Assembly, and the State teachers' associations of Vermont, New Hampshire, Massachusetts, and Connecticut, each of which passed strong resolutions asking Congress to provide a school system for Alaska.

Through these meetings the teachers became interested, and thousands of petitions from teachers, scattered from Maine to Texas and from Florida to Oregon, were sent to congressmen, asking for schools for Alaska. So persistent and continuous was the pressure invoked by Dr. Jackson from so many, varied, and widely separated forces, that when the bill was reached Congress passed it with great unanimity.

“County libraries.” — A resolution was adopted declaring the sense of the convention to be that a national appropriation should be made where conditions of illiteracy demand it. — (Wisconsin Journal of Education.)

MEETING OF INSTITUTE CONDUCTORS.

A special meeting of institute conductors was held in Madison in connection with the executive session of the State Teachers' Association in December, 1881, when schemes of work upon the several branches in the third form were presented and determined upon for 1882, and carried out as already mentioned under Training for Teachers, ante, p. 273.

CHIEF STATE SCHOOL OFFICER.

Hon. ROBERT GRAHAM, *State superintendent of public instruction, Madison.*

[Term, 1882 to 1885.]

ALASKA.

GENERAL EDUCATIONAL CONDITION.

Nearly all the available information respecting education in Alaska in 1882 will be found in the accompanying letters, the first addressed to the Commissioner of Education and the second to the Secretary of the Interior. It will be observed that different parts of the country are referred to in the two reports.

LETTER OF REV. SHELDON JACKSON.

THE BOARD OF HOME MISSIONS OF THE PRESBYTERIAN CHURCH
IN THE UNITED STATES OF AMERICA,
23 Centre Street, New York, December 31, 1882.

DEAR SIR: The school work of Alaska is still dependent on private benevolence. In the western and southern portions of that vast territory small schools are maintained by the Alaska Commercial Company at St. Paul, St. George, Unalashka, and Kadiak, and a still smaller school by the Russo-Greek Church at Belkovsky. The principal development of school work, however, is in the southeastern section, known as the Alexander Archipelago. In the archipelago there are 7 good English schools, 3 of which have a boarding and industrial department. Of the 7, 6 are maintained at the expense of the board of home missions of the Presbyterian Church. Six of these schools are among the Thlinket and one (Jackson) among the Hydah speaking people.

The Thlinkets are a hardy, self supporting, warlike, superstitious race, whose name is a terror to the civilized Aleuts to the west as well as to the savage Tinnah to the north.

HAINES.

Occupying the extreme northern section of Lynn Channel and the valleys of the Chilkat and Chilkut Rivers is the Chilkat tribe, numbering 988. They are the "middlemen" of their region, carrying goods to the interior and exchanging them for furs, which are brought to the coast and in turn exchanged for more merchandise. Their country is on the highway of the gold-seekers to the interior.

In the summer of 1880 I established a school among them, with Mrs. Sarah Dickinson, a Christian Tongas Indian woman, as teacher. In 1881 the station was enlarged by the arrival of Rev. Eugene S. Willard and family from Illinois and the erection of a teacher's residence and school-house. In 1882 Miss Bessie M. Mathews, of Monmouth, Ill., was sent out to take charge of a boarding department. The school attendance has been about 75.

WILLARD.

Thirty miles up the Chilkat River, in the village of Willard, is a branch school, in charge of Mr. and Mrs. Louie Paul, native teachers, with an attendance of 60.

BOYD.

One hundred miles south of Haines is the Hoonyah tribe, occupying both sides of Cross Sound and numbering 908. In 1881 I erected a school-house and teachers' residence at their principal village on Chichagoff Island, and placed Mr. and Mrs. Walter B. Styles, of New York City, in charge. The station has been named Boyd. During the year Mr. and Mrs. Styles have been transferred to the school at Sitka and the school at Boyd has been temporarily closed.

TSĒK'-NŪK-SĀNK'-Y.

A few miles to the eastward, on Admiralty Island, is the Auk tribe, numbering 340. In their region valuable gold mines have been opened and an American mining village established at Juneau. A summer school is furnished them by Mrs. W. H. R. Corlies.

A few miles to the south, on the mainland, is the Takoo tribe, numbering 269. A summer school was held among them in 1880 by Rev. and Mrs. W. H. R. Corlies, of Philadelphia. In 1882, pressed by the importunities of the leading men of the tribe, Mr. Corlies took up his abode among them and erected school and residence buildings at Tsĕk'-nŭk-sĕnk'-y.

FORT WRANGELL.

Around the mouth of the Stickeen River is the Stickeen tribe, numbering 317. Their principal village is at Fort Wrangell, on an island of the same name.

At this point, in the fall of 1877, I located Mrs. A. R. McFarland, the first white teacher in southeastern Alaska after the transfer. In 1878 Rev. S. Hall Young, of West Virginia, was sent out, and a boarding department for girls established by Mrs. A. R.

McFarland. In 1879 Miss Maggie A. Dunbar, of Steubenville, was sent out, and the erection of a suitable building commenced, which was occupied the following year.

The same year Rev. W. H. R. Corlies and family arrived. Mrs. Corlies opened a school on the beach for visiting Indians and her husband a night school for adults. He also served as missionary physician to the place.

In 1882 Rev. John W. McFarland was added to the teaching force.

The school attendance is from 75 to 90, with 50 girls in the boarding department. During the year the dormitory and school building were destroyed by fire.

JACKSON.

On the southern half of Prince of Wales Island is the Hydah tribe, numbering 788. They are a large and handsome race, with light complexion, and have long been noted for their bravery and ferocity. Terrorizing all the neighboring tribes, they were known as the "bulldogs" of the North Pacific.

On the 22d of August, 1881, I established a mission among them at the village of Howcan, placing Mr. James E. Chapman in charge as teacher. In the spring of 1882, Rev. J. Loomis Gould and family, of West Virginia, were sent to the Hydahs at Jackson. In the fall of that year Miss Clara A. Gould was added to the teaching force. The attendance is from 60 to 90.

SITKA.

On the western coast of Baranoff is the Sitka tribe, numbering 721. Their chief village is at Sitka, the old capital of the Russian possessions in America. It was their political, commercial, religious, and educational centre. As early as 1805 a school was opened at Sitka. It had a very precarious existence, however, until 1820, when it came under the charge of a naval officer, who kept a good school for thirteen years. In 1833 this school fell under the direction of Etohin, who still further increased its efficiency. Etohin was a creole, who raised himself to the highest position in the country, that of chief director of the fur company and governor of the colony. He was a Lutheran and a patron of schools and churches. While governor he erected a Protestant church at Sitka, and presented it with a small organ, still in use.

In 1840, besides the colonial school at Sitka, was one for orphan boys and sons of employes of the fur company, in which were taught reading, writing, arithmetic, grammar, mechanical trades, and religion. The most proficient of the pupils at the age of 17 were advanced to the colonial school and prepared for the navy or priesthood. The number of boarders was limited to 50. The school was in charge of Lieutenant-Commander Prince Maxutoff, assistant governor of the colony. In 1847 the attendance was 52; in 1849, 39; and in 1861, 27.

In 1839 a girls' school of a similar character was established and the number of boarders limited to 40. The course of study comprised the Russian language, reading, writing, arithmetic, household work, sewing, and religion. In 1848 the school numbered 32; in 1849, 39; and in 1861, 26.

In 1841 a theological school was established at Sitka, which, in 1849, was advanced to the grade of a seminary. In 1848 it reported 30 boarders, 12 day pupils, and 12 creoles being educated in Russia. In 1849 the attendance was reported as 28, with 11 others in Russia.

In 1859 and 1860 the common schools at Sitka were remodelled in order to secure greater efficiency. The course of study consisted of Russian, Slavonian, and English languages, arithmetic, history, geography, book-keeping, geometry, trigonometry, navigation, astronomy, and religion. A knowledge of Russian, reading, writing, and the four rules of arithmetic was required for admission. The course extended over five years. The faculty consisted of a principal, who was a graduate of the School of Commercial Navigation; a free pilot, who taught navigation; an employe of the company, who taught book-keeping and commercial branches; one priest and two licentiates, graduates of the University of St. Petersburg. The corresponding school for girls was in charge of a lady graduate of one of the highest female schools in Russia, with 2 male teachers. This made 5 schools at Sitka, 2 for the children of the lower class, 2 for the higher class, and 1 seminary.

About the time of the transfer the teachers were recalled to Russia and the schools suspended. This condition of things lasted until the winter of 1877-'78, when I secured the appointment of Rev. John G. Brady for Sitka, and in April, 1878, a school was opened by Mr. Brady and Miss Fannie E. Kellogg. In December it was discontinued. In the spring of 1880 Miss Olinda Austin was sent out from New York City, and reopened the school April 5 in one of the rooms of the guard-house, with 103 children present. This number increased to 130. Then some of the parents applied for admission, but could not be received, as the room would not hold any more. Miss Austin received the support and substantial assistance of Captain Beardslee, then in command of the United States ship Jamestown, and Lieutenant Symonds, the chief ex-

ecutive officer, who proved themselves warm friends of the enterprise. In July the school was moved to the old hospital building. In November some of the boys applied to the teacher for permission to live at the school-house. At home there was so much drinking, talking, and carousing that they could not study. The teacher said she had no accommodations, bedding, or food for them. But they were so much in earnest that they said they would provide for themselves. Upon receiving permission, 7 Indian boys, 13 and 14 years of age, bringing a blanket each, left their homes and took up their abode in a vacant room of one of the Government buildings. Thus commenced the boarding department of the Sitka school. Soon other boys joined them. One was a boy who, taken out to be shot as a witch, had been rescued by the officers of the Jamestown and placed in the school. Capt. Henry Glass, who succeeded Captain Beardslee in command of the Jamestown, from the first, with his officers, took a deep interest in the school. As he had opportunity he secured boys from distant tribes and placed them in the school, until there are 27 boys in the boarding department.

In February, 1881, Captain Glass established a rule compelling the attendance of the Indian children upon the day school, which was a move in the right direction and has worked admirably. He first caused the Indian village to be cleaned up, ditches dug around each house for drainage, and the houses whitewashed. These sanitary regulations have already greatly lessened the sickness and death-rate among them. He then caused the houses to be numbered and an accurate census taken of the inmates, adults and children. He then caused a label to be made of tin for each child, which was tied around the neck of the child, with his or her number and the number of the house on it, so that if a child was found on the street during school hours the Indian policeman was under orders to take the numbers on the labels and report them, or the teacher each day would report that such numbers from such houses were absent that day. The following morning the head Indian of the house to which the absentee belonged was summoned to appear and answer for the child. If the child was wilfully absent, the head man was fined or imprisoned. A few cases of fine were sufficient. As soon as they found the captain in earnest, the children were all in school. This ran the average attendance up to 230 and 250, one day reaching, with adults, 271. In April Mr. Alonzo E. Austin was associated with his daughter in the school and Mrs. Austin was appointed matron.

Early in 1882 the school met a great loss in the destruction of its building by fire. It is in contemplation to replace the burned building with a substantial two-story frame and increase the corps of teachers.

INDUSTRIAL EDUCATION.

On the completion of the new building a boarding department will be created for girls, so that both sexes may enjoy the advantages of an industrial training. The school attendance has been about 200.

With the increase of public attention to Alaska and the growing interest of the country in the education of Indian children in industrial schools, the time has come to enlarge the industrial department of the school at Sitka.

The nearest school of the kind to Alaska is at Forest Grove, Oreg. But Forest Grove is 1,500 miles distant from Southeastern Alaska and 2,500 miles away, by present routes of travel, from Southwestern Alaska. Then, the resources and character of the two countries are different. Oregon is largely agricultural, while Alaska's agricultural interests are of slight importance. As the object of an industrial training is to enable the boy, upon arriving at manhood, to earn a support that will sustain his family in a civilized way, it is important to train him to utilize the resources of his own country. The resources of Alaska, in addition to the fur-bearing animals, are her vast supply of fish and great forests. Therefore the training school of her children should be on the coast, where they can be taught navigation and seamanship; the handling of boats and sails; improved methods of fishing and handling fish nets; improved methods of salting, canning, and preparing fish for market. With a saw-mill, a carpenter shop, cooper shop, boot and shoe shop, the school should be one in which pupils may be taught both theory and practice under conditions similar to those they will meet when they undertake to support themselves.

The need of such enlargement is urgent.

THE DEVELOPMENT OF ALASKA AND THE EDUCATIONAL QUESTION.

A new era is opening for Alaska. Two years ago gold mines were opened about 160 miles northeast of Sitka, and the mining village of Juneau was established. From these mines gold dust worth \$150,000 was taken last season. Rich discoveries were also reported in the valley of the Upper Yukon River. These reports have considerable interest in the mining regions of Arizona and the Pacific coast, and hundreds have, within the past few months, gone to Alaska.

As a mining excitement first opened California, Colorado, and Montana to settlement, so the present movement may be the commencement of the development of Alaska. That

development has already commenced. In addition to the quartz mills and mining interests, trading posts have been established at a number of native villages. The Northwest Trading Company has established extensive works at Killisnoo for the manufacture of fish oil. Four salmon canneries have been established at different points, and several fisheries at others. Extensive cod-fisheries are in operation at the banks, off of the Shumagin Islands, and saw-mills are running at Sitka, Roberts, Klawack, and Jackson.

These changes again bring up the question of education. Shall the native population be left, as in the past, to produce, under the encroachments of the incoming whites, a new crop of costly, bloody, and cruel Indian wars, or shall they be so educated that they will become useful factors in the new development? The native races are partially civilized, industrious, anxious for an education, readily adopt the ways of the whites, and, with the advantages of schools, will quickly, to all intents and purposes, become citizens. To accomplish this requires the sympathy and coöperation of the friends of education throughout the country.

Very respectfully yours,

SHELDON JACKSON.

Hon. JOHN EATON,

United States Commissioner of Education, Washington, D. C.

LETTER OF IVAN PETROFF, ESQ.

WASHINGTON, D. C., *February, 1882.*

SIR: In compliance with your kind suggestion, I have the honor to lay before you a communication on the subject of education in Alaska.

A letter on this subject written by the Rev. Sheldon Jackson has already been forwarded to the United States Senate and printed as an executive document, but, as this letter deals almost exclusively with the southeastern section of the Territory, I think that a brief statement concerning the western portion of Alaska, containing the greatest number of semicivilized natives, may be acceptable.

The Innuited tribes inhabiting the coast from Mount St. Elias westward and northward have all long since been brought under the influence of the Greek Catholic Church, and in the principal trading centres, the Kadiak Archipelago, and the Aleutian group of islands a population of mixed blood has sprung up, numbering several thousand, who, under the Russian rule of nearly a hundred years' duration, had made considerable advance in civilization. The actual membership on the islands and the continental coast is now reported at between eight and nine thousand; and of these less than five hundred, nearly all of the mixed or creole class, are able to read and write in their own language, for which an alphabet had been provided and books printed by the Russians. Perhaps 25 per cent. of the number mentioned can also read and write in Russian. The schools formerly maintained by the Russian-American Company have, of course, been discontinued, and the priests of the Russian Church have neglected educational work altogether. At present the only school maintained by the church authorities in the Territory is located at Belkovsky, the central settlement of the sea-otter hunting grounds; but here the attendance is irregular and very small. On the island of Unalashka the Alaska Commercial Company maintains at its own expense a school with a competent Russian and English teacher, an institution which has been conducted for the last two years with the most gratifying success; but, as it owes its existence solely to the liberality of a mercantile firm, there can be no certainty as to its continuation in the future.

On the so-called Fur Seal Islands, the reservation of the Treasury Department, the lessees are obliged, under the terms of the lease, to keep a school on each of the islands of St. Paul and St. George for eight months of the year. This proviso has been faithfully carried out since the year 1870. On the island of St. Paul the teacher is a young native of the island who received his training at the State Normal School of Vermont and graduated from that institution after a constant attendance of seven years. He is now an accomplished gentleman, an excellent musician, and his success in teaching his countrymen has been very satisfactory.

The average daily attendance at the school of St. Paul is reported by the Government agent as 69 and numerous specimens of penmanship and composition testify to the proficiency of the school and scholars. On the island of St. George, with a much smaller population, the average daily attendance is reported as 22.

A small number of boys from Western Alaska receive schooling at San Francisco, Cal., under the supervision of the Russian bishop of the Alaskan diocese. These youths are designed for the church, but the present enlightened and progressive bishop makes them attend the public schools.

This comprises all the educational facilities extended thus far to the inhabitants of Western Alaska.

But very little progress has been made in introducing the English language among the natives of all that vast region west of the meridian of Mount St. Elias. The traders and

fishermen, the only Americans who thus far have gone among them, have found it easier to pick up the peculiar idiom current along the coast than to induce the natives to adopt the English, and it is safe to assert that in all the section referred to the people are as little acquainted with American customs and institutions as they were at the time of their transfer from Russia to the United States.

As efforts are now being made to procure an appropriation for the establishment of schools in Alaska, it is to be hoped that due attention will be paid to the rights and wants of the people who inhabit the more remote regions of the Territory, whence all the revenue is derived which it is proposed to expend for the purpose, but who are not represented in Washington by any advocate of their interests.

The schools now in existence in Southeastern Alaska are maintained and controlled by the Presbyterian Board of Missions, and are necessarily sectarian in their tendency. These schools have the most beneficial effect among the savage tribes coming under their immediate influence, and they are certainly entitled to any assistance it is in the power of Congress to give; but among the seven or eight thousand members of the Russian Church, where the necessity of fostering education is most urgent, such schools would be a failure, owing to the influence of the Russian clergy, who would prevent the attendance of children and youths in schools conducted by Protestant missionaries and their teachers. Such sectarian prejudices are of course to be deplored, but as long as they exist they should be taken into consideration by those who wish to benefit the people by the extension of educational facilities.

With regard to the best mode of spreading knowledge and civilization among these people inhabiting the coasts and islands between Prince William Sound and Unalashka, I would respectfully suggest the establishment of one or two industrial schools, centrally located between these points. The segregation of youths to be instructed from their families I consider essential; the mode of life of these sea-otter hunters is such that no regular school attendance could be secured in any one village or settlement. The families move about in quest of fish and game as the season changes, and all children living with the family necessarily move with it. At first it would be most advisable to collect as pupils for the industrial school the sons of chiefs or headmen of the villages, who would be most influential in demonstrating the benefits of education to their people. At two points in the section of Alaska referred to, the Government already has extensive buildings erected by the military forces once stationed in the Territory. These buildings could be fitted up for educational purposes at comparatively little expense. These points are Rensi, on Cook's Inlet, and St. Paul Harbor, on Kadiak Island. When I visited those places during last summer the buildings were in a good state of repair. There can be no doubt that both natives and creoles (descendants of Russians from native mothers) are possessed of considerable ability and intelligence. Quite a number of the latter class held prominent and responsible positions under the Russian Government, but unfortunately these individuals left for Russia, together with the other officials of the Russian-American Company, shortly after the transfer of the Territory.

My experience in travelling among these people for the last four years has convinced me that schools maintained by the Government, not by the missionaries, will be heartily welcomed and supported by the Christian inhabitants of the western coast and islands and that such institutions will receive every assistance from the trading and fishing firms engaged in business there.

Hoping that in the case of the necessary appropriation being made by Congress this communication may be of some assistance to those who will be charged with the execution of educational projects for Alaska, I remain, very respectfully,

IVAN PETROFF,
Special Agent Tenth Census, for Alaska.

The Hon. SECRETARY OF THE INTERIOR,
Washington, D. C.

SCHOOL ON ST. PAUL'S ISLAND.

At the school for natives on St. Paul's Island, which was under the care of L. H. Atkins as teacher, there was an enrolment of 45 pupils, with an average attendance of 42. During the months of September, October, November, and December school was taught about 20 days each month.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION.

JOHN EATON,
Commissioner, to August 4, 1886.

N. H. R. DAWSON,
Commissioner, from August 5, 1886.

REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1885-'86.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1887.

Another collection of articles, even more interesting and suggestive, was displayed in 1885 at the New Orleans Exhibition by the Indian Office, under the direction of Miss Alice C. Fletcher. This collection excited so much interest in Indian progress and civilization that the Senate in February, 1885, ordered the material bearing upon the subject in the possession of the Bureau to be printed. Miss Fletcher was assigned by my predecessor, the Hon. John Eaton, to the task of enlarging and preparing this material for the press, and has made such progress that it is my expectation that the work will be ready for the printer in a very short time.*

EDUCATION IN ALASKA.

When I took charge of this Office I found that Dr. Sheldon Jackson, general agent of education for the Territory of Alaska, had just departed upon a tour of inspection. For information as to the condition of things before his departure, I beg to refer to the report made by him to you for transmission to Congress. If later information is received while this Report is going through the press, it will be inserted in an appendix.†

ESTIMATES AND RECOMMENDATIONS.

In my letter of October 20, 1886, submitting estimates of the Bureau of Education for 1887-'88, I used the following language:

It will be seen that I have asked for appropriations amounting to \$70,095, which is in excess of the appropriations for 1886-'87 by \$2,500.

This amount is made up of \$200 to the increase of the salary of the chief clerk, \$500 additional to the library, and the salary of a librarian, or clerk of class four, \$1,800. The sum of \$500 is a very small addition to the allowance for the purchase of such books as should be placed upon the shelves of the library. So many new publications are being issued, that it is absolutely necessary to make a selection from them and to keep our library well supplied with the leading works upon subjects appertaining to the work of the Bureau.

The salary of the chief clerk should be made equal to the salary of the same officers in the other Bureaus of the several Departments.

The library, now numbering nearly twenty thousand volumes of valuable works, on nearly every subject pertaining to education and the philosophy of teaching, should be well equipped, with a librarian skilled in the newest and best methods of arrangement and classification. His services in these departments of his work would not only be invaluable, but his familiarity with the subjects treated in the books of the library would be of untold convenience, and make the library a most valuable adjunct of the Bureau. * * * For these reasons I have asked for an appropriation of \$1,800 for a librarian, and trust that it will be granted.

The tendency is to increase in the work committed to the Bureau of Education. The statistical branch of the office is daily subjected to additional burdens in the shape of State, city, school, college, and university reports from the United States, and from many foreign countries. The statistics from all these ever-increasing sources are to be collected, tabulated, put in form, and finally given a local habitation in the Annual Report. The labor is twofold what it was in former years, and all indications point to a large and continuing increase in its operations. If it be decided that the

* Since the date of this Report, Miss Fletcher has completed her work, and the manuscript has been sent to the Public Printer.

† See Appendix XI, p. 750, *infra*.

Bureau is to be kept within its present limits of investigation, in spite of the many new subjects now occupying the attention of educationists, the present force of the Office can be made to do the work as now done; but if the Office is to comprehend these topics in its range of inquiry, to treat them as the advance in the methods of statistical science requires, and as the expectations of its intelligent correspondents hope for, some addition to the force will have to be made.

If the present force cannot be increased according to the views and purposes of the administration, I shall most cheerfully conform to its policy, and endeavor with the means at hand to produce the best attainable results.

Accompanying the foregoing letter I submitted the revised estimates therein mentioned. The following tabular statement compares the items of that estimate with the corresponding items of the appropriations made for the fiscal years 1886-'87 and 1887-'88, respectively :

Object.	Appropriation, fiscal year 1886-'87.	Estimate, fiscal year 1887-'88.	Appropriation, fiscal year 1887-'88.
Salaries of the—			
Commissioner.....	\$3,000	\$3,000	\$3,000
Collector and compiler of statistics	2,400	2,400	2,400
Chief clerk.....	1,800	2,000	1,800
Statistician	1,800	1,800	1,800
2 clerks of class 4	3,600	3,600	3,600
Librarian		1,800	
Translator	1,600	1,600	1,600
2 clerks of class 3	3,200	3,200	3,200
4 clerks of class 2	5,600	5,600	5,600
6 clerks of class 1	7,200	7,200	7,200
2 clerks at \$1,000	2,000	2,000	2,000
7 copyists at \$900	6,300	6,300	6,300
2 copyists at \$800	1,600	1,600	1,600
Copyist at \$720	720	720	720
Assistant messenger	720	720	720
Skilled laborer	840	840	840
2 laborers at \$660	1,320	1,320	1,320
2 laborers at \$480	960	960	960
Laborer at \$400	400	400	400
Laborer at \$360	360	360	360
	45,420	47,420	45,420
Library of the Office	1,175	1,675	1,000
Collecting statistics.....	3,000	3,000	2,000
Distributing documents, &c.....	3,000	3,000	2,500
Education in Alaska	15,000	25,000	25,000

ACKNOWLEDGMENTS.

To the labors of my predecessor, the Honorable John Eaton, for more than sixteen years the Commissioner of this Bureau, I am much indebted. The records and reports of this Office attest the efficiency of his work in the cause of Education. Whatever of good it has accomplished is attributable, in great measure, to his energy, zeal, and self-devotion.

skill of the teachers, the greater zeal of the directors, and the growing popularity of the public schools in those counties where they were held.

The feature of all others which gives the most encouraging sign of improvement during the past year is the increase in the number of graded schools. The schools of all the cities, and of many of the towns of the State, are now completely graded. A considerable number of the country schools are graded.

The greatest defect in the educational system of the State has always been the neglect of the primary departments and the imperfect methods used in primary instruction. Nothing will do more to benefit the primary work than the establishment of a uniform system of grading the schools.

TEXAS.

Notwithstanding many serious difficulties have attended the administration of the public schools during the two scholastic years just ended, the cause of popular education has steadily advanced, the schools have become more efficient, and the general public is better satisfied with the results attained.

Among the improvements made in the school system may be mentioned, as the one of greatest importance, "the district system," which has been provided for a large number of counties. A great portion of the State, however, is so sparsely populated as to make the district system of doubtful feasibility, but it has been demonstrated to be superior for the well-populated counties.

The State has reason to be proud of the progress of her teachers. For many years they have held annual State associations, but until recently these have been poorly attended and awakened no enthusiasm. In 1884 the one for white teachers at San Antonio was a success; in 1885 the one at Waco, a grand success; and in 1886 the one at Austin was in every respect one of the most imposing and learned gatherings in the history of the State. The colored teachers have also held annual meetings and have each year added to their interest. The one of the present year at Galveston was largely attended and participated in by educators who reflect great honor on their race and on Texas. The white teachers have also organized a State teachers' reading circle, and its success is assured.

The demand for local supervision of the public schools is imperative. With the aid of such officers the efficiency of the schools would be increased tenfold. As a rule county judges are incompetent to supervise the schools, because they have not been trained in the art of school management. In nearly all cases the labor entailed on them by the school law is distasteful. They do not visit and lecture in the schools, nor do they hold county institutes. They are but machines for the disbursement of the school fund. The schools are therefore practically without local supervision.

VERMONT.

The average number of days' attendance for each scholar enrolled is only 83, the other 48 days being virtually lost to the scholars of the State because of irregular attendance.

The work of teaching the effects of stimulants and narcotics in the schools has made some progress. The first essential in this, as in all other educational work, are qualified teachers. In some counties a good number of teachers are giving oral lessons and the interest is encouraging. Oral teaching is evidently the better method of presenting this subject in elementary schools.

The question of "the town system" of public schools has excited more interest during 1885-'86 than any other pertaining to school matters. There is a deep conviction that the success of the common schools and the progress of education in the State depend very largely upon the decision of this question. It is greatly to the credit of the town system that it has proved a success in nearly every town that has given it a five-years trial. Of the New England States, Massachusetts and New Hampshire, after trying both systems for years, have adopted the town system for all the towns. Maine, Rhode Island, and Connecticut are fast moving toward it.

The following suggestions are made by the State superintendent: (1) That provision be made for the annual enumeration of all the children of school age in the State. (2) That the laws for compulsory education be fully revised and some officer designated in each town to see that they are strictly enforced. (3) That towns be required to furnish all necessary text-books free for the use of scholars. (4) That the town system of schools be adopted by the State, and that all public schools of whatever grade be included under its provisions.

VIRGINIA.

The number of schools opened in 1886 was 6,763, and the increase of schools during the past five years was 1,381.

The difference between total enrolment and average daily attendance was 135,945, which is rather a startling figure. Divided by the number of schools, it gives an average absence of about twenty pupils to each school.

It is not too much to say that there are many earnest, faithful, efficient teachers in the public schools of Virginia, and many who willingly avail themselves of any means of improvement within their reach. There are others of whom this cannot be said. Better salaries would increase the number of competent teachers, and better teaching would tend to increase salaries.

Virginia moves somewhat slowly toward attaining the full measure of her duty in regard to teachers' institutes. She has never been lavish in the bestowal of legislative encouragement and support in this direction. That institutes have been of great value to teachers cannot be questioned. But the only fund available for such purposes is that derived from appropriations generously made by the board of trustees of the Peabody education fund.

The valuable work done during the summer session of the present year so benefited and won the confidence of the teachers in attendance that it is hoped larger numbers will be attracted in succeeding years.

WEST VIRGINIA.

An analysis of the statistics shows the schools to be in a healthy condition and gives cause for encouragement. Fifteen high schools have been established in connection with the graded schools of the State. They are doing good work, and are growing in favor with the people.

During the past two years the institutes have been much more largely attended, and the teachers through their resolutions have expressed their appreciation of the work done and of the manner in which it has been carried on.

The enrolment of teachers at county and Peabody institutes for the past six years shows an increase of 1,678, and a total attendance for the present year of over 6,000 teachers.

The present law regulating the purchase and sale of free school text-books has been in operation for several years and has rendered general satisfaction. The effect is, that school books are supplied to the people at a uniform price all over the State, and much more cheaply than without this regulation.

Libraries have been started in about thirty town schools. This work has been almost entirely due to the enterprise of teachers and boards, and cannot be too highly commended.

ALASKA.

The appropriation of \$25,000 made by Congress in 1884 for the establishment of public schools in Alaska was not utilized until the spring of 1885, when the Secretary of the Interior, on the 2d day of March, assigned the work of making provision for the education of the children of Alaska to the Bureau of Education.

On the 11th of April, 1885, the office of "General Agent of Education in Alaska" was created, and the Rev. Sheldon Jackson, D. D., was appointed agent.

In Southeastern Alaska the establishment of schools, in comparison with the difficulties met in other sections of that land, was easy, as four of the seven schools could be reached monthly by the mail steamer. Further, schools had been kept at all these points; but two for several years by teachers in the employ of the Board of Home Missions of the Presbyterian Church. This missionary organization was the first of the American churches to enter that neglected land. Finding no schools; they established them side by side with their missions, proposing to furnish educational advantages until the General Government should be ready to do it. Therefore, wherever the Government was ready to undertake the work in any village occupied by the Presbyterians, they turned over their schools to the Government. As they had a body of efficient teachers already on the ground, acclimated, experienced in the work, more or less acquainted with the native language, and possessing the confidence of the people, it was both more economical to the Government and for the best interests of the schools that these teachers should as far as possible be re-employed, which was done.

Owing to difficulties of transportation, but one school was established in Western Alaska. During the year ten schools were in operation with an aggregate attendance of about 750.

Arrangements are in progress for the coming year by which a vessel can be chartered to visit some of the more distant sections of the country and establish schools in the chief centers of population.

ARIZONA.

A study of the comparative school statistics affords a very fair showing, and indicates that the schools have made satisfactory advancements in all respects since 1884. This is evident from the following particulars: (1) Both the enrolled and average daily attendance have largely increased. (2) More and better school-houses have been erected and supplied with better furniture and school apparatus. (3) The teachers are better qualified. The number holding first-grade certificates is 88, or 63 more than are necessary for supplying the grammar grades; hence, about one-half of the primary schools, in which thorough teaching is most necessary, have been in

laborious, painstaking work on the part of both instructor and student. The university appoints an examiner upon the term's work as marked out in the lecturer's printed syllabus of topics, which, by reason of its careful analysis, saves much labor in note-taking. The examination fee is \$10. Two sorts of certificates are given—"pass" and "with distinction." There is no further gradation of rank, unless the local authorities offer prizes.

A term's work of twelve lectures and twelve class exercises is the unit of the university-extension system. It costs altogether about \$325, including the lecturer's fee, advertising, and other incidentals. Enterprising towns quickly multiply their courses until they have a regular curriculum extending through three years in various groups, such as (1) literature and history; (2) natural science; (3) the fine arts. The courses in English history and political economy are very attractive. Persons who follow a three years' course in one of the above groups, embracing six courses of twelve weeks, and two courses in one other group besides the chosen specialty, are allowed to be enrolled as "students affiliated to the university," provided they will pass an examination in the elements of the higher mathematics, in Latin, and in one other foreign language. Such persons may count their three years of university-extension study as the equivalent of one year's residence at the university, and may complete there the course for the bachelor's degree in two years. Thus, without lowering academic standards, English universities are extending their privileges to the English people. This liberal policy has led to the establishment of student associations throughout England, and to the most hearty support of the higher education and of educational institutions by the workingmen. The English universities are doing more than any other one force in England towards breaking down the antagonism between the rich and the poor. Arnold Toynbee, a martyr to his cause, and other Oxford graduates have carried this new gospel into the heart of East London, where Toynbee Hall, with its lecture-courses, class-rooms, and industrial training, was the forerunner of the People's Palace, recently opened by the Queen of England. A society for the extension of university training has been formed in London, and is associated with the universities of London, Oxford, and Cambridge. Besides Toynbee Hall, at Whitechapel, East London, it has thirty or more local centres of educational operations in and about London. Each centre has its own secretary, organization, and economy. If the local subscriptions and local sale of tickets are not adequate to meet expenses the central society aids largely in meeting the deficit.

University extension in England will continue its noble work with increasing energy and success. Its advantages are too great to be abandoned. First, it is revolutionizing popular lectures. Instead of the old system of lyceum courses, which was nothing but a cheap variety-show for an evening's entertainment, there is now continuity of interest and specialization upon a particular subject until the audience really knows something about it. Second, university extension brings the higher education into provincial towns without the necessity of endowing colleges or multiplying universities. For a few hundred dollars each year every town and district union in England can have the university system at its very doors. Third, this system strengthens all local appliances for education, whether schools, colleges, institutes, libraries, museums, art galleries, or literary societies. It combines with everything and interferes with nothing.

SCHOOLS IN ALASKA.

The following report of the general agent of education in Alaska is inserted as a part of this report, in order that the latest information about this interesting subject may be promptly communicated to the friends of education :

GENERAL AGENT OF EDUCATION IN ALASKA,
Sitka, Alaska, May 2, 1887.

Hon. N. H. R. DAWSON,
United States Commissioner of Education.

SIR: The work of education in Alaska for 1835-'87 was greatly hindered by the delay of Congress in making the appropriation. Until it was definitely known how much would be appropriated for education no plan of work could be arranged. Until the appropriation was actually made the Office was left in doubt whether it would be able to enlarge the work, or merely continue existing schools, or disband them.

The appropriation was not made until August, 1886. In the mean time the trading vessels that sail from San Francisco to Behring's Sea in the spring and return in the fall had all sailed, and with them the only regular opportunity of sending teachers and school supplies to Western Alaska. To wait until the following spring would involve the delay of another year in establishing the schools. Under the circumstances there was no alternative but to charter a vessel for the work of the Bureau. This, in addition to meeting a necessity, enabled the Commissioner to secure reliable information concerning the educational needs of the principal centres of population among the civilized Russians, Aleuts, and Eskimo of Southern and Southwestern Alaska.

With the commencement of the public agitation, which resulted in securing schools for Alaska, the Commissioner had sought diligently for reliable and explicit information concerning that unknown region. When, in 1885, the responsibility of establishing schools in that section was placed upon him he more than ever felt the need of the information that was necessary for intelligent action in the school work. An application was then made to the honorable the Secretary of the Navy, and he issued instructions to the commanding officer of the United States steamship *Pinta*, then in Alaskan waters, to take the general agent of education in Alaska on a tour of inspection along the coast. A combination of circumstances prevented the ship from making the trip.

The necessity which arose in the fall of 1886 of sending the teachers furnished the long-desired opportunity of securing the needed information.

The schooner *Leo*, of Sitka, was chartered, because the terms were lowest, and because the vessel had auxiliary steam-power, which enabled it to get in and out of harbors and through the narrow channels between the islands, where, without this auxiliary power, we would have been delayed weeks.

The cruise proved a stormy one, consuming 104 days. Passing through the equinoctial storms, we encountered the early winter gales of that high latitude. We lost two sails, were stranded on a reef of rocks, nearly lost a sailor overboard, while repeatedly great seas washed completely over us.

Laying our course for Atkha, one of the Aleutian group of islands, the storms finally landed us, September 21, at Kadiak, 900 miles to the eastward of our destination. Kadiak Island is the western limit of forests along the southern coast of Alaska. It is also near the eastern limit of the Innuvit, or civilized Eskimo population.

The first European or Russian settlement on this island was made by Gregory Shelikoff in 1784; and soon after a school (the first in Alaska) was organized for the children of the Russians. Also the first church building in Alaska was erected on this island. For a long time it was the Russian capital and the chief seat of their operations in America. A tombstone in the Russian cemetery bears the date 1791.

The village has a pleasant look, and consists of 43 log houses, 23 rough-board houses, and 12 painted ones. It has a Russian creole population of 303, of whom 143 are children. There are 20 white men in the settlement. The Russian school has been extinct for more than a quarter of a century, and for years the people had been looking for another. It was a great satisfaction to be permitted to give them a good school. Prof. W. E. Roscoe, an experienced teacher from California, with his wife and baby, was stationed at this place, and received from the people a very warm welcome. He had been landed but a few hours when a delegation of adults waited upon him and asked that a night school for instruction in English might be established for the married people.

Mr. Benjamin McIntyre, the efficient general agent of the Alaska Commercial Company, furnished a school-room free of rent and in many ways gave important help to the teacher. Valuable assistance was also received from Mr. Ivan Petroff, deputy collector of customs.

Opposite Kadiak is Wood Island, with 50 bright children. The patriarch of the village gathered them into a room and then made a touching appeal for a school. It was with a heavy heart that I said to them, as subsequently I was compelled to say to many others, "I would be glad to give you a school, but I cannot." The meagre appropriation by Congress of \$15,000 for the education of the ten or twelve thousand children of Alaska necessarily deprives the majority of them of any school.

To the north of Wood Island is Spruce Island, where a Russian monk, at his own expense, kept up a school for thirty consecutive years. He died, and his school was discontinued. To their entreaties for a school we had to turn a deaf ear. They are a well-to-do people, with humble but pleasant homes. They have a number of cows, make butter and cheese, and raise potatoes. The men are mostly hunters of the sea-otter.

Still further north is Afognak Island, with 146 school children. A school was established among them, with Prof. James A. Wirth in charge. While superintending the unloading of the school supplies through the breakers we were invited by one of the villagers to a lunch of rice, fried chicken, potatoes, eggs, bread, and sweet, fresh butter, cakes, home-made preserves, and Russian tea served in glass tumblers.

From Afognak we visited Karluk, with its 118 children; Akhiok, 48; Ayakhabalik, 72; and Kagniak, 45. All of these groups of bright-eyed, rosy-cheeked, and healthy children had to be refused schools for want of funds. At some of these villages the ladies of our party were the first white women ever seen.

From the Kadiak group of islands nine days' battling with the waves brought us to Unalashka, in Behring Sea. This is the commercial port of Western Alaska, and contains a population of 340, 132 of whom are minors under twenty-one years of age.

Mr. S. Mack, agent of the Alaska Commercial Company, Dr. Call, the company physician, Collector Barry, and Commissioner Johnston did all in their power to make our visit pleasant. At this village a school of 24 pupils was in operation under the control of the Russian-Greek Church. The teacher, Tsikoore, was born in Greece and partly educated in San Francisco.

The Greek Church has during the year 16 general holidays and 200 minor ones, which are celebrated more or less by the Alaska churches. One of the holidays observed while we were at Unalashka was in commemoration of the Virgin Mary appearing to the Greek army one thousand years ago and leading them to victory.

American citizens who have never heard a prayer for the President of the United States, or of the Fourth of July, or the name of the capital of the nation are taught to pray for the Emperor of Russia, celebrate his birthday, and commemorate the victories of ancient Greece. Upon one occasion, trying to inform them that we had come from the seat of Government at Washington to open the way for the establishment of schools, we found that the only American city they had ever heard of was San Francisco. After laboring with them one man was found who had somehow heard of Chicago. Boston, New York, Philadelphia, and Washington were unknown regions.

In the mountains back of Unalashka a volcano was in active eruption.

From Unalashka we sailed to Unga, the centre of the cod fisheries of the North Pacific. Unga has 174 children. At this point we left Mr. and Mrs. John H. Carr to establish a school. On this trip a complete census was taken of the population from Kadiak, westward, to Attu, and in a total population of 3,840 I numbered 1,649 children. These are children of a civilized people who, by the terms of article 3 of the treaty of 1867, between Russia and the United States, are declared to be citizens, and are guaranteed all the "rights, advantages, and immunities of citizens of the United States;" and yet, after nineteen years of total neglect, the United States Government only gives them three teachers.

YUKON VALLEY.

On June 29, 1886, Rev. Octavius Parker, who had been appointed teacher for the Yukon Valley, with his family, reached St. Michael, Alaska.

The original contract between the Commissioner of Education and the Protestant Episcopal Board of Missions called for the establishment and maintenance of a good school in the Yukon Valley.

On account of the difficulty of perfecting arrangements and transporting supplies in time the secretary of the mission society requested permission for the teacher to locate the first year at St. Michael, on the seaboard. In order to secure a commencement of school work in that distant section the Commissioner consented to the change, although it was known that there were but few children at the place.

This past winter the Episcopal Board of Missions has commissioned Rev. John W. Chapman to establish a school at some suitable village in the Yukon Valley. Mr. Chapman is now *en route* to that northernmost school in the United States.

BETHEL.

The Moravian party, who were sent in the spring of 1885 from Pennsylvania to establish a school in the valley of the Kuskokwim River, sailed from San Francisco on the 18th of May and reached their destination on the 13th of July. The materials for their dwelling were not all received until about the 12th of August.

A small frame building, 12 by 14 feet, was begun, and so far completed that they were able to move into it on the 10th of October, at which time the arctic winter of that region had set in with its usual severity. On December 29 the thermometer registered 50.6 degrees below zero. This was the coldest of the season. In January the thermometer registered 40 degrees above zero. Failing to secure a school-room, they were unable to hold regular sessions of school. However, they were visited by hundreds of Eskimo, who remained with them a longer or a shorter time, according to circumstances. These received, as far as possible, special instructions, the living-room of the house being used as a school-room.

During the summer of 1886 a school-house was erected, and regular instruction is being given.

NUSHAGAK.

In the spring of 1886 Mr. Frank E. Wolff was sent to Behring Sea to erect a school-house and residence at Nushagak. He reached there August 21, erected and enclosed a frame building, 24 by 38 feet, with an addition of 12 feet, and returned to Pennsylvania for the winter.

Last month (April, 1887) Mr. and Mrs. Wolff and two children and Miss Mary Huber left for Nushagak to open the school.

KLAWACK.

About midway between the north and south ends of Prince of Wales Island, on the west coast, is an important fishery at Klawack. The fishery and a saw-mill connected with it have drawn around them a large native population. For several years past their leading men have asked for a school. This place was supplied with a school last fall, and Prof. L. W. Currie, of North Carolina, who has had many years' experience in teaching among Indians, was placed in charge. The progress of the school has been greatly retarded by the want of a suitable and comfortable school-room. Last fall, when it became time to open the school, the teacher at Haines announced her resignation, and it was January before I was able to secure another teacher. At that time Mr. Salmon Ripinsky, who taught last year at Unalashka, was appointed teacher.

The schools at Juneau, Hoonah, Killisnoo, Sitka, Wrangell, and Jackson were continued under the former teachers, and have been doing a good work. They all lack suitable school buildings.

In September last Prof. Asa Saxman, an experienced teacher from Pennsylvania, was sent to Loring. At this point a fishery had been established, and it was hoped that the opening industry would at once attract and concentrate at that point the scattered natives of Southeastern Alaska. This expectation not being realized, Professor Saxman was removed in November to Port Tongass.

In December last, in company with Mr. Louis Paul, a native missionary, he took a canoe and started out to find a better location for the school. Failing to return in due time, two search parties were sent out, who found the canoe wrecked. No trace was found of the bodies. In the drowning of Professor Saxman the schools in Alaska lost one of their ablest teachers.

The following statistics for the school year 1886-'87 are compiled from the monthly reports of the schools as far as they have been received:

	Septem-ber.		Octo-ber.		Novem-ber.		Decem-ber.		Janu-ary.		Febru-ary.		March.		April.		May.		June.	
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
Sitka, No. 1..	42	37	55	51	53	49	52	46	48	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sitka, No. 2..	42	28	43	23	70	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Killisnoo	58	18	46	16	47	21	47	21	85	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Juneau	22	16	26	14	36	13	45	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hoonah	14	9	29	17	112	45	133	70	133	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wrangell	80	45	89	54	87	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Klawack .....	.....	.....	.....	.....	124	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jackson	62	19	67	25	74	47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Haines .....	.....	.....	.....	.....	.....	.....	.....	.....	33	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Afognak .....	.....	.....	30	18	32	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kadiak .....	.....	.....	32	18	30	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Unga .....	.....	.....	24	20	24	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

As near as I can gather from the reports now in and my knowledge of the schools from which reports are not yet received, there are at least 1,250 children in the Alaska schools.

The great need of the schools is suitable school-houses. These will require a larger appropriation. Fifty thousand dollars for education in Alaska is the smallest amount that should be asked of Congress for the year 1887-'88.

Thanking you for the interest you have taken in the work, I remain, with great respect,

Yours truly,

SHELDON JACKSON,
General Agent.



REPORT
OF THE
COMMISSIONER OF EDUCATION
TO THE
SECRETARY OF THE INTERIOR.

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tion, or, in other words, the percentage of the school population enrolled, in the two States, does enable them to be compared on the same plane. Such percentages were fully given.

The general condition and progress of education during the year under review thus set forth is discussed and exemplified in connection with the tables and statistics above described, and needs no further exemplification here. An examination of the appendices will show that the condition and progress heretofore characteristic of American education have been, in general, maintained during the year 1886-'87. There may have been here and there retrogressions and reactions, but these are more than balanced by healthy growths and judicious improvements. The subjects that attracted the attention of the profession in the year 1885-'86, still continue to be the main objects of interest in the following year.

Among notable events of the year in the educational world may be mentioned the celebration by Harvard University of the two hundred and fiftieth anniversary of its foundation; the formal assumption by the corporation of Yale College of the name of "Yale University," as more exactly expressing the extent and importance of its present work in education; the centennial celebration of the incorporation of Columbia College, and the opening by that institution of its "School of Library Economy;" the various experiments, public and private, instituted for the introduction and application of manual and industrial training in the schools, both public and private.

The statistics have been extended to those cities whose population is 4,000 or more. The census of 1880 made that number the dividing line between the urban and the other population, and this standard has been adopted as the lowest limit of population of "cities" by this Bureau.

The "narrative matter" in this connection is a more important feature than in my last report, and the educational questions arising therefrom are treated with somewhat more fullness.

The statistics of secondary instruction have been rendered more complete by the addition of public high schools, while the subdivisions adopted for the table correspond more exactly to the present condition of the schools considered, and therefore better facilitate the study of the details.

Those familiar with the educational history of the past few years cannot fail to be impressed with the evidence it affords of vital force in the superior institutions of learning in the United States, and of the great and growing interest manifested by foreign students of education in the details of their organization, equipment, and conduct.

The number and varied character of these institutions make it exceedingly difficult to devise a scheme suited at once to the just representation of individual institutions and to the record of particulars common to a class. The former is necessary to give a fair idea of the genius and growth of our institutions, and the latter to show their relation to educational problems of universal moment.

The twofold purpose could not be completely accomplished in the time available for the preparation of an annual report, but all departures from the scheme formerly employed in this division of the report have been made with this end in view.

The treatment of details, here as in the division of secondary instruction, has been determined by the consideration of the information of chief importance to those charged with the duty of promoting the educational interests of the country.

Tabular summaries by geographical sections were introduced in my first report, thus enabling broader comparisons and generalizations to be instituted.

The work of improvement on the lines referred to above has been continued and enlarged in the present volume. The most important difference in the method of presenting the statistics of city and town systems in the reports for 1885-'86 and 1886-'87 consists in the introduction in the latter of a comparative table similar in purpose to those described in the preceding paragraphs respecting State systems.

Though only a single column has been added to the table of abstract statistics, the value of the figures there shown is vastly increased by the deductions drawn from them in the comparative table that follows.

In the blanks sent out for 1885-'86 superintendents were asked to state "the average number of scholars per teacher;" the "average cost per capita of pupils in average attendance, based upon cost of supervision and instruction," and upon "incidental and contingent expenses;" and the "tax for school purposes upon the total property, assessed and estimated." All these questions are omitted in the inquiries for the 1886-'87 report. Instead, all these calculations and others of a similar nature are made in this Office, thus insuring uniform methods of computation.

Further, the population between the ages of 6 and 14 years has been determined in each case, and averages are made upon that basis, as well as upon the average attendance upon the schools. For purposes of comparison upon equal terms this is absolutely necessary, since the "legal school age" is so variable as to make comparison impossible unless uniform bases were established.

The new tables show the percentage of "enrollment to population 6 to 14"; of "average daily attendance to population 6 to 14, and to enrollment," the "average number of days that each person between the ages of 6 and 14 have been instructed;" the "average number of days of attendance of each pupil enrolled;" the "number of sittings for each 100 pupils enrolled and for each 100 pupils in average attendance;" the "average number of sittings to a building;" "the number of pupils in average attendance to each teacher;" "ratio of male teachers to whole number;" "ratio of high-school enrollment to total enrollment;" "ratio of private school enrollment to total public and private school enrollment;" "ratio of total public and private enrollment to population 6 to 14;" "number of volumes in libraries to each 100 pupils in average attendance;" "assessed value of property per capita of population 6 to 14;" "value of school property per capita of population 6 to 14, and average attendance;" "ratio of value of school property to total assessed valuation;" "amount raised by city tax per capita of population 6 to 14, and average attendance;" "ratio of amount raised by city or town tax to total assessed valuation;" "salaries of superintendents and teachers per capita of population 6 to 14, and average attendance;" and finally, "ratio of salaries of superintendents and teachers to total assessed valuation."

ALASKA.

The duty of making needful and proper provision for the education of children of school age in the Territory of Alaska having been devolved upon the Secretary of the Interior by the provisions of the act providing a civil government for Alaska, May 17, 1884, section 13, and the Commissioner of Education having been designated to carry out these

purposes by the order of the Hon. H. M. Teller, Secretary of the Interior, bearing date March 2, 1885, and the same order having been continued in force, with authority to prepare all needful rules and regulations for the management of the schools, after consultation with you a system of rules and regulations for the conduct of the public schools in the Territory was prepared, which was adopted and ordered to be promulgated by you on the 14th day of June, 1887. These rules and regulations are contained in an Appendix of this report.

This plan was at once forwarded to the Hon. A. P. Swineford, governor of the Territory, and the other gentlemen who were appointed members of the board of education, with the request that they would at once organize under it.

The receipt of these regulations was promptly acknowledged by him, and I was informed that the board had organized by the election of the Hon. Lafayette Dawson, judge of the district court, as president, and the Rev. Sheldon Jackson as secretary.

I feel satisfied that the adoption of this plan of education will add greatly to the efficiency of the administration of the schools in Alaska, and that it will be the beginning of a new era in its educational affairs. The education of the native inhabitants is a duty we owe them under the provisions of the treaty of acquisition with Russia. They stand upon the same footing in all their personal and civil rights with our own citizens, and upon the organization of a Territorial government will necessarily be admitted to all the rights of citizenship.

In the meantime they should be prepared, by having the advantages of education extended to them, to enter upon the duties of their new relations, and to meet the requirements and discharge the duties of our civilization.

Schools were organized in 1885 at many places in the Territory under the supervision of Dr. Sheldon Jackson, the United States agent of education. In order that the condition of education in that Territory for the past year may be properly presented, I append the report of Dr. Jackson for the year 1886-'87.

I am satisfied, after a full consideration of the wants of the Territory and by a careful personal inspection during my recent visit, that the sum of \$50,000 may be wisely expended in the organization and support of its schools, and I therefore recommend an appropriation of this sum for the next fiscal year, and I trust that it will be sanctioned by you and that it will be made by the next Congress.

In conclusion, I beg to express my thanks for the uniform kindness and courtesy that you have shown me in the management of the Office of Education and in my personal intercourse with you, and to assure you of my sincere personal regard and esteem.

I have the honor to be, very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

The SECRETARY OF THE INTERIOR,
Washington, D. C.

SCHOOLS IN ALASKA.

The following report of the general agent of education in Alaska is inserted as a part of this report, in order that the latest information about this interesting subject may be promptly communicated to the friends of education:

GENERAL AGENT OF EDUCATION IN ALASKA,
Sitka, Alaska, May 2, 1887.

Hon. N. H. R. DAWSON,
United States Commissioner of Education:

SIR: The work of education in Alaska for 1886-'87 was greatly hindered by the delay of Congress in making the appropriation. Until it was definitely known how much would be appropriated for education no plan of work could be arranged. Until the appropriation was actually made the office was left in doubt whether it would be able to enlarge the work, or merely continue existing schools, or disband them.

The appropriation was not made until August, 1886. In the mean time the trading vessels that sail from San Francisco to Behring's Sea in the spring and return in the fall had all sailed, and with them the only regular opportunity of sending teachers and school supplies to Western Alaska. To wait until the following spring would involve the delay of another year in establishing the schools. Under the circumstances there was no alternative but to charter a vessel for the work of the Bureau. This, in addition to meeting a necessity, enabled the Commissioner to secure reliable information concerning the educational needs of the principal centers of population among the civilized Russians, Aleuts, and Eskimo of Southern and Southwestern Alaska.

With the commencement of the public agitation, which resulted in securing schools for Alaska, the Commissioner had sought diligently for reliable and explicit information concerning that unknown region. When, in 1885, the responsibility of establishing schools in that section was placed upon him, he more than ever felt the need of the information that was necessary for intelligent action in the school work. An application was then made to the honorable the Secretary of the Navy, and he issued instructions to the commanding officer of the United States steamship *Pinta*, then in Alaskan waters, to take the general agent of education in Alaska on a tour of inspection along the coast. A combination of circumstances prevented the ship from making the trip.

The necessity which arose in the fall of 1886 of sending the teachers furnished the long-desired opportunity of securing the needed information.

The schooner *Leo*, of Sitka, was chartered, because the terms were lowest, and because the vessel had auxiliary steam-power, which enabled it to get in and out of harbors and through the narrow channels between the islands, where, without this auxiliary power, we would have been delayed weeks.

The cruise proved a stormy one, consuming 104 days. Passing through the equinoctial storms, we encountered the early winter gales of that high latitude. We lost two sails, were stranded on a reef of rocks, nearly lost a sailor overboard, while repeatedly great seas washed completely over us.

Laying our course for *Atkha*, one of the Aleutian group of islands, the storms finally landed us, September 21, at *Kadiak*, 900 miles to the eastward of our destination. *Kadiak* Island is the western limit of forests along the southern coast of Alaska. It is also near the eastern limit of the Inuit, or civilized Eskimo population.

The first European or Russian settlement on this island was made by Gregory Shelikoff in 1784; and soon after a school (the first in Alaska) was organized for the children of the Russians. Also the first church building in Alaska was erected on this island. For a long time it was the Russian capital and the chief seat of their operations in America. A tombstone in the Russian cemetery bears the date 1791.

The village has a pleasant look, and consists of 43 log houses, 3 rough-board houses, and 12 painted ones. It has a Russian creole population of 303, of whom 143 are children. There are 20 white men in the settlement. The Russian school has been extinct for more than a quarter of a century, and for years the people had been looking for another. It was a great satisfaction to be permitted to give them a good school. Prof. W. E. Roscoe, an experienced teacher from California, with his wife and baby, was stationed at this place, and received from the people a very warm welcome. He had been landed but a few hours when a delegation of adults waited upon him and asked that a night school for instruction in English might be established for the married people.

Mr. Benjamin McIntyre, the efficient general agent of the Alaska Commercial Company, furnished a school-room free of rent and in many ways gave important help to the teacher. Valuable assistance was also received from Mr. Ivan Petroff, deputy collector of customs.

Opposite Kadiak is Wood Island, with 50 bright children. The patriarch of the village gathered them into a room and then made a touching appeal for a school. It was with a heavy heart that I said to them, as subsequently I was compelled to say to many others, "I would be glad to give you a school, but I cannot." The meager appropriation by Congress of \$15,000 for the education of the ten or twelve thousand children of Alaska necessarily deprives the majority of them of any school.

To the north of Wood Island is Spruce Island, where a Russian monk, at his own expense, kept up a school for thirty consecutive years. He died and his school was discontinued. To their entreaties for a school we had to turn a deaf ear. They are a well-to-do people, with humble but pleasant homes. They have a number of cows, make butter and cheese, and raise potatoes. The men are mostly hunters of the sea-otter.

Still further north is Afognak Island, with 146 school children. A school was established among them, with Prof. James A. Wirth in charge. While superintending the unloading of the school supplies through the breakers we were invited by one of the villagers to a lunch of rice, fried chicken, potatoes, eggs, bread, and sweet, fresh butter, cakes, home-made preserves, and Russian tea served in glass tumblers.

From Afognak we visited Karluk, with its 118 children; Akhiok, 48; Ayakhabalik, 72; and Kagniak, 45. All of these groups of bright-eyed, rosy-cheeked, and healthy children had to be refused schools for want of funds. At some of these villages the ladies of our party were the first white women ever seen.

From the Kadiak group of islands nine days' battling with the waves brought us to Unalashka, in Behring Sea. This is the commercial port of Western Alaska, and contains a population of 340, 132 of whom are minors under twenty-one years of age.

Mr. S. Mack, agent of the Alaska Commercial Company, Dr. Call, the company physician, Collector Barry, and Commissioner Johnston did all in their power to make our visit pleasant. At this village a school of 24 pupils was in operation under the control of the Russian-Greek Church. The teacher, Tsikoores, was born in Greece and partly educated in San Francisco.

The Greek Church has during the year 16 general holidays and 200 minor ones, which are celebrated more or less by the Alaska churches. One of the holidays observed while we were at Unalashka was in commemoration of the Virgin Mary appearing to the Greek army one thousand years ago and leading them to victory.

American citizens who have never heard a prayer for the President of the United States, or of the Fourth of July, or the name of the capital of the nation are taught to pray for the Emperor of Russia, celebrate his birthday, and commemorate the victories of ancient Greece. Upon one occasion, trying to inform them that we had come from the seat of Government at Washington to open the way for the establishment of schools, we found that the only American city they had ever heard of was San Francisco. After laboring with them one man was found who had somehow heard of Chicago. Boston, New York, Philadelphia, and Washington were unknown regions.

In the mountains back of Unalashka a volcano was in active eruption.

From Unalashka we sailed to Unga, the center of the cod fisheries of the North Pacific. Unga has 174 children. At this point we left Mr. and Mrs. John H. Carr to establish a school. On this trip a complete census was taken of the population, from Kadiak, westward, to Attu, and in a total population of 3,840, I numbered 1,649 children. These are children of a civilized people who, by the terms of article 3 of the treaty of 1867, between Russia and the United States, are declared to be citizens, and are guaranteed all the "rights, advantages, and immunities of citizens of the United States," and yet, after nineteen years of total neglect, the United States Government only gives them three teachers.

YUKON VALLEY.

On June 29, 1886, Rev. Octavius Parker, who had been appointed teacher for the Yukon Valley, with his family, reached Saint Michael, Alaska.

The original contract between the Commissioner of Education and the Protestant Episcopal Board of Missions called for the establishment and maintenance of a good school in the Yukon Valley.

On account of the difficulty of perfecting arrangements and transporting supplies in time, the secretary of the mission society requested permission for the teacher to locate the first year at Saint Michael, on the seaboard. In order to secure a commencement of school work in that distant section the Commissioner consented to the change, although it was known that there were but few children at the place.

This past winter the Episcopal Board of Missions has commissioned Rev. John W. Chapman to establish a school at some suitable village in the Yukon Valley. Mr. Chapman is now *en route* to that northernmost school in the United States.

BETHEL.

The Moravian party, who were sent in the spring of 1885 from Pennsylvania to establish a school in the valley of the Kuskokwim River, sailed from San Francisco on

As near as I can gather from the reports now in and my knowledge of the schools from which reports are not yet received, there are at least 1,250 children in the Alaska schools.

The great need of the schools is suitable school-houses. These will require a larger appropriation. Fifty thousand dollars for education in Alaska is the smallest amount that should be asked of Congress for the year 1887-'88.

Thanking you for the interest you have taken in the work, I remain, with great respect,

Yours, truly,

SHELDON JACKSON,
General Agent.

REPORT
OF THE
VISIT TO ALASKA
OF THE
HON. N. H. R. DAWSON,
COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 1, 1887.

SIR: I have the honor to submit herewith a report of my visit to Alaska, made in obedience to your letter of instructions of the 15th of July last. In that letter I was directed to proceed to the Territory for the purpose of examining into all matters relating to its educational affairs and public schools. I was instructed to see that the plan of education recently promulgated by your order of the 15th of June was put into operation, and that the schools of the Territory were made to conform to the same in its requirements; to examine the present condition of education among the children of school age without reference to race; to decide what provision for the building of school-houses was needed, and to direct in what manner the school fund for the current fiscal year should be used, so far as I deemed necessary, and to make a detailed report upon the points covered by these instructions.

I left Washington on the 22d of July, and proceeded via the Northern Pacific Railroad to Portland, Oreg., and thence by steamer through the inland passage to Alaska.

I was a passenger on the *Ancon*, and passed through the famous Alexander Archipelago, studded with its thousand islands. The ship stopped at nearly all the villages and settlements, affording me an excellent opportunity of seeing the country and conversing with its inhabitants.

Islands, mountains, glaciers, inlets, and channels appear all along this inland passage; the eye is delighted at every turn by a succession of the most beautiful and picturesque scenery. The islands are never out of sight, and rise from the bosom of the sea like emeralds in a crown of diamonds. The atmosphere is so calm and pure that you are hardly conscious that you are breathing the elixir of life. The waters are as smooth and clear as those of an Alpine lake. Neither pen nor pencil can depict adequately the beauties of the landscape. Ranges of lofty mountains, rich in forest and verdure, with snow-capped summits and glaciers covering large areas, are nearly always in sight. All is wild, weird, and grand. Mounts La Perouse, Crillon, and Fairweather, and

many others equally imposing, rising from 9,000 to 15,000 feet above the level of the ocean, with immense glaciers debouching from their frozen summits, are successively seen, while Edgecumbe, whose fires have slumbered for a hundred years, with its crown of volcanic scoria glistening in the sunlight, appears like a sleeping giant resting from his labors. From its frozen summit cascades come leaping down its sides like threads of silver until lost to view in the forest line.

Many of the grasses flourish luxuriantly; red and white clover, timothy, and red-top grow as if they were indigenous. Swine and fat cattle may be observed feeding on the excellent natural pasturage, which is abundant during the whole spring and summer. The gardens produce Irish potatoes, cabbages, cauliflowers, carrots, turnips, lettuce, green peas, and other vegetables.

Forests of spruce, yellow cedar, and hemlock clothe nearly all the mountains and islands. Some of the trees are veritable giants, one hundred and fifty feet high, and from six to eight feet in diameter at the base.

These forests, the minerals, fisheries, and the trapping and hunting of wild animals, afford the Indian and the white man the means of an easy support, and promise to provide the Territory with rich industries. Gold and silver are found in most of the mountains. The Tredwell mine, on Douglas Island, is one of the largest and richest in the United States. The mill and machinery were erected at a cost of half a million of dollars, and contain one hundred and twenty stamps. Many tests of the quartz found in the neighborhood of Sitka and Berner's Bay and other points have been made with most promising and encouraging results.

The climate of Southeastern Alaska and the Aleutian Islands is surprisingly moderate and temperate. The meteorological summary for the year ending August 31, 1885, furnished by the signal officer at Sitka, shows that the mean temperature during the months of September, October, November, December, January, February, March, April, May, June, July, and August was, respectively: 49.9, 42.7, 43.1, 32.1, 35.9, 37.2, 40.7, 42.1, 49.7, 54.3, 56.3, and 58.3.

This mild climate is due to the warm Japan current of the Pacific Ocean, which sweeps against the American continent at Queen Charlotte's Island, in latitude 53 degrees north. Here the current divides into two streams, one going northward and westward along the coast of Alaska, and the other southward along the coast of British Columbia, Washington Territory, Oregon, and California.

I reached Sitka, the capital, on the 13th of August. En route I visited Fort Tongass, Port Chester, Fort Wrangell, Loring, Juneau, Douglas Island, Chilcat, Haines, and Sitka. The steamer stopped for several hours and parts of days at each of these points. At all of these towns schools have been in operation since 1885.

The schools were in vacation, but I met and conversed with several of the teachers, some of the native children who attended the schools, and with many adult Indians and citizens. Most of these children and some of the Indians speak English.

Upon my arrival at Sitka I found that Governor A. P. Swineford, the Hon. Lafayette Dawson, judge of the Federal court for the district of Alaska, and Dr. Sheldon Jackson, general agent of education in Alaska, who had been appointed members of the Board of Education, had promptly organized the same, and were proceeding to reorganize the schools. I met these gentlemen in consultation frequently and discussed fully the condition of educational affairs in the Territory.

In order to make the appropriation of \$25,000 for the present year go as far as possible toward supporting the largest number of schools, it was found expedient to reduce the salaries of the teachers below the sum formerly paid them. This was made necessary in order to maintain the present schools. I am glad to say that this reduction was accepted cheerfully by the teachers. Schools have been organized at the following places: Yukon River, Bethel, Nushagak, Unga, Kadiak, Afognak, Haines, Killisnoo, Fort Wrangell, Klawak, and Jackson, with two each at Juneau and Sitka.

The population under twenty-one years of age at these places is estimated at 1,757, and the school attendance for the year 1886-'87 was 1,118.

The appropriation for the present year will barely maintain these schools, including the building and repair of school-houses and the purchase of supplies of stationery and fuel.

While at Sitka I consented to the erection of two school buildings, one at Sitka and one at Juneau, at a cost of \$2,000 each; to the completion of the school-house at Killisnoo, and to the repair of the school-room at Fort Wrangell.

The Board of Education, after a full consideration of the educational wants of the Territory, urgently recommend the immediate organization of schools, with the erection of proper school-houses, at the following points:

Unalaska, Belkofsky, Morshevoi, Wood Island, Spruce Island, Hagnek, Ayakhatalik, Cook's Island, Yakatak, Hoonah, and Metlakahla.

This would require for the first year an outlay of \$10,500 to build school-houses, \$9,000 for the salaries of teachers, besides \$3,400 to provide supplies for the support of the schools, aggregating \$22,900. At these places the population under twenty-one years of age is estimated at 1,097.

The Board of Education also recommend that school *sought* to be established at the following places:

Karluk, Katmai, Cold Harbor, Orlova, Umnak, Skailakh, Sushetno, Atkha, Kluckquan, Atoo, and Akhiok.

The population under twenty-one years of age at these places is estimated at 836. In order to establish schools at these points it would require an expenditure for buildings of \$11,000, for teachers' salaries of \$12,800, and for supplies \$3,300, amounting to \$27,100.

In transmitting to me the above recommendation the board use the following language:

For your guidance in preparing the estimates of appropriations for education in Alaska for the fiscal year ending June 30, 1889, the Territorial Board of Education have the honor to transmit to you, as a preliminary report, the following tables, and to recommend that you urge upon Congress the importance of making an appropriation sufficient to establish these new schools.

Tables Nos. 1, 2, and 3 aggregate \$77,100. New mining camps, like Douglas City and Berner's Bay, and fisheries, like Loring and Tongass Narrows, will also probably require schools soon, so that for one year an appropriation of \$85,000 could be wisely used for education. After the necessary buildings are erected, the annual expense need not be so great.

The tables referred to in this communication are appended to this report.

I met the teachers at Fort Wrangell, Juneau, Killisnoo, Douglas Island, Chileat, and Sitka, and obtained from them all the information they could give in regard to the condition of the native children under their care. They all unite in the opinion that the natives are both capable and willing, and learn readily.

They esteem it a great distinction to be able to read and write English. In this desire they are sustained, as a general rule, by their parents and friends. Many of the natives speak English, and some of them are fairly educated in the elementary branches of reading, writing, and arithmetic. They are all clothed in civilized garb, and I did not see one who wore his native dress. All seem anxious to adopt the manners and customs of the white man. Many have substantial and comfortable houses, some costing as much as two, three, and four thousand dollars. These houses, as a general rule, are built of logs and plank.

Many of them are good carpenters, and a few are skilled artisans in metals and wood. They make some articles of jewelry and carve artistically in wood and stone. They are generally industrious and self-supporting; make good miners and laborers, and are excellent sailors. They are largely engaged in fishing for the canneries, catching large quantities of salmon, cod, and halibut. They are also successful hunters, killing many bear, deer, mountain sheep, goats, and fur-bearing animals, with large numbers of waterfowl. They live principally upon fish and the flesh of these animals, and derive a considerable income from the sale of furs and skins.

Many of these people have been brought under the influence of Christianity, and are members of the Greek, Roman Catholic, and Protestant churches. They have generally abandoned the heathen practices of their fathers, and seem to have accepted the supremacy of the white man in his religion and customs.

The population of Alaska, by the most reliable estimates, is about 35,000. Of this population, about 25,000 are found in that section of the Territory westward from Kadiak, including the villages along the coast and islands, to the end of the Aleutian peninsula. These contain about 4,000 Creoles and Aleuts, who are civilized, and to a large extent educated. They reside mainly on the islands and are generally members of the Greek church.

In the southeastern section of the Territory the white population is estimated at 2,000, residing principally at Sitka, Juneau, Douglas Island, Wrangell, Killisnoo, and some smaller points, while the natives number seven or eight thousand.

As I have already stated, the native Alaskans, as a rule, are provident and industrious, quiet, peaceable citizens, submitting cheerfully and readily to the authority of the law. My own observation in regard to the character of these people coincides with the opinion of Hon. A. P. Swineford, as expressed in the following paragraph of his report for October, 1885:

These people, it should be understood, are not Indians. Their appearance, habits, language, complexion, and even their anatomy mark them as a race wholly different and distinct from the Indian tribes inhabiting other portions of the United States.

They are far superior intellectually, if not in physical development, to the Indians of the plains, are industrious, more or less skillful workers in woods and metals, and that they are shrewd, sharp traders all who have had dealings with them will be willing to testify. They yield readily to civilizing influences, and can, with much less care than has been bestowed upon native tribes elsewhere, be educated up to the standard of good and intelligent citizenship. Just in proportion to their educational progress they should have the rights and privileges conferred and the duties and penalties of full citizenship imposed upon them.

From all the information I could gather the school population of the whole Territory may safely be estimated at from five to six thousand. The white population is increasing as the mines, fisheries, and other resources of the country are being developed. These industries are

attracting quite a number of persons interested in them. The extension of the general land laws over the Territory would lead to a large immigration from the United States and British America.

There are conflicting opinions in regard to the increase of the native population, but the general opinion is that this population is not decreasing. I could form no opinion upon this subject myself, and have had to rely entirely upon the opinion of residents of the Territory.

The plan for the government of the schools, promulgated by your order of the 15th of June, was adopted by the board of education, and will be observed and strictly enforced in all its provisions. I had frequent consultations with the members of the board, and found them all in full sympathy with the views and policy of the Department upon the subject of education, and they will use, I am confident, all of their influence and authority to enforce the same. A copy of this plan is appended to this report.

They have prescribed and adopted, with my approval, rules requiring the children between the ages of six and fourteen years of age, within two miles of any Government school, to be sent by their parents or guardians to school at least two-thirds of the time during which the schools shall be open. These regulations were deemed absolutely necessary to insure the advantages of education provided for the children of the Territory by the Government. The schools, so far as I was able to ascertain, by examination and consultation with officials and citizens, are well conducted, and the teachers are competent and prompt in the performance of their duties.

After consultation with the board, as already stated, I decided that at least \$5,000 of the present appropriation should be used to build school-houses at Juneau and Sitka, to complete the school-house at Killisnoo, and to repair that at Wrangell. I deemed the erection and repair of the school buildings at these places absolutely necessary, after a personal inspection of the buildings that had been in use. They did not afford suitable accommodation for the teachers and children.

The cost of building is made expensive by the fact that all the lumber used for building purposes in the Territory has to be purchased at Tacoma or Portland. There are immense forests of spruce and hemlock, which afford abundant timber of excellent quality, but the United States laws prohibit the manufacture of lumber for sale.

I was the recipient of many kindnesses and courtesies at the hands of citizens and officials whom I met. To the governor, the judge of the district court, the general agent of education, the collector of the port, the marshal, and clerk, I am specially indebted for many attentions, and also to Commander J. S. Newell, of the United States steamer *Pinta*; Lieutenant Jas. A. Turner, U. S. Navy; the late district attorney, Hon. M. D. Ball; Mr. Maurice E. Kenealy, editor of the *Alaskan*; Hon. James Sheakley, U. S. Commissioner at Fort Wrangell; and Mr. George Kosirometinoff, United States interpreter, all of whom gave me every opportunity and facility to prosecute the objects of my visit.

I have also to acknowledge the great kindness of the Rev. Mr. Austin, and of Prof. W. A. Kelley, of the Presbyterian Mission School, at Sitka, and of their excellent staff of teachers. This school is well managed, is doing good work, and deserves to be fostered by the Government.

It has within its walls over one hundred children, all of whom are well clothed, well behaved, and attentive to their studies. It has trained a number of carpenters, who are now valuable citizens and a great acquisition to the community.

I have been furnished with a copy of the following resolutions of the Board of Education, attesting its approval of the interest and policy of the Department in the schools of the Territory :

At a meeting of the Territorial Board of Education held at the office of Judge Dawson, at 4 o'clock p. m., August 22, 1887, Governor Swineford introduced the following resolutions, which were unanimously adopted :

Resolved, That the thanks of this Board, as well as of all other friends of education in Alaska, are due to the Hon. L. Q. C. Lamar, the Secretary of the Interior, for the kindly interest in the welfare of our rising generation manifested by him in sending hither the Hon. N. H. R. Dawson, the Commissioner of Education, to personally examine into and report upon the educational needs of our Territory.

Resolved, That the thanks of this Board are likewise due and are hereby tendered to N. H. R. Dawson, not only for the excellent plan devised by him for the promotion of the cause of education in Alaska, but as well for the zeal manifested by him in personally investigating the condition of the schools already established, together with the necessity for others, to the end that he may be able to intelligently report and recommend such further action by Congress as will fully supply the educational needs of the whole Territory.

We look upon his visit to us at this particular time as being fraught with promises of great good to the hundreds and thousands of children of school age in Alaska, who are now being permitted to grow up in ignorance, and feel that we cannot sufficiently thank him for the encouragement given, nor yet for the many valuable suggestions which have enabled us to put his educational plans into practical and successful operation.

Resolved, That the secretary be, and he is hereby, instructed to forward a certified copy of the foregoing resolutions to the President, the Secretary of the Interior, and Commissioner of Education, respectively.

It will be observed that the Territorial Board of Education estimates the amount needed for the support and organization of the schools in the Territory, and the building of school-houses, at \$77,100.

The members of the Board desire to do all in their power to increase the efficiency of the schools, and to extend the benefits of education to all the children in the Territory.

In order to do this successfully they advise an appropriation of the above amount for the next fiscal year. I do not think this sum is extravagant or too large, if it be the purpose of Congress to provide schools for the whole population of the Territory, and to extend the advantages of education to all of the children within its limits.

In view of the fact, however, that all of these schools cannot conveniently be organized and provided with suitable buildings within one year, I would recommend that the appropriation for the next fiscal year for education in Alaska be placed at \$50,000. This sum will support the present schools, with some additions, and allow \$20,000 to be used in the erection of school-houses at places where they are greatly needed.

It will be remembered that the Government owns no school-houses at any of the points where schools are now established, except at Sitka, Juneau, Killisnoo, and Fort Wrangell. At all other points buildings have to be leased. I can see no good and sufficient reasons to postpone the establishment of schools at all the points where they can be supported and have the attendance of a moderate number of children. If the natives are to be civilized, the earlier the proper means are adopted to educate them, the better for them and the better for the country; they will the sooner become citizens and add to the wealth of the State by their intelligence.

For these reasons, I believe that the sum of \$50,000 can be wisely and judiciously used for the purposes mentioned, and I hope that an appropriation of that amount will be recommended by you in your estimates.

I feel great confidence that the creation of a Territorial Board of Education, with the rules provided for the government of the schools, will

insure an honest and faithful administration of the educational affairs of the Territory, and a wise and judicious expenditure of the appropriations made for that purpose. The aid and assistance of a local board I deem absolutely necessary for the proper administration of the educational affairs of that distant and isolated district. The familiarity of its members with the condition and wants of the Territory must be of great advantage in the organization and management of its public schools.

During my voyage to Alaska Mr. William Duncan, the distinguished English missionary, was a passenger on the same steamer. He has collected at the mission of Metlakahla, near Port Chester, in British Columbia, a community of twelve hundred Indians. Thirty years ago he found them the slaves of a degraded barbarism, indulging in cannibalism, and practicing all the disgusting rites of their pagan ancestors. They have been converted under his ministrations to Christianity, and in their Arcadian village have gathered around them many of the comforts and appliances of civilization. The village is situated on a plateau of level land, within a few hundred feet of the sea. It consists of over one hundred dwellings, well built, some having four or five rooms, with many of the modern conveniences and gardens around them, two large school-houses, a large public hall, several shops and stores, a handsome Gothic church, built of yellow cedar, and equal in architectural design and finish to many of the churches in our towns. They own a steamboat, saw-mill, salmon cannery, a large store, brick-yard, and other investments. Under the practical and sensible teaching of Mr. Duncan, who has trained them by slow degrees to habits of cleanliness, industry, and self-reliance, these Indians have been converted from the customs of their savage condition and have become well-behaved and industrious citizens. The children have all had the advantages of schools and religious teaching, while a large number of the adults have had the benefit of the same training. Many of them are educated and intelligent.

On account of some differences that have arisen between Mr. Duncan and the civil authorities, as to the title of the lands upon which these Indians have built their village, and also with the church authorities, they have determined to remove to the United States, and to place themselves under the protection of the American Government. Mr. Duncan has visited Washington and other cities of the United States in the interest of these people, and will continue, as heretofore, in charge of them as their temporal and spiritual friend.

The point selected by the Indians for their new settlement is on Annette Island, about sixty miles north of the southern boundary of Alaska, near Port Chester. At this place the steamer landed on Sunday afternoon, the 7th of August. Mr. Duncan had been absent since last November in the United States. He was met upon the beach by a number of these people who had come over beforehand in their canoes, and had built several cabins and store-houses. Attended by a number of the passengers, Mr. Duncan was received by them with a warm and cordial welcome. Their meeting was exceedingly impressive and touching. Old men and women, young girls and boys, all gathered around this good man and expressed with tears their intense joy and satisfaction at his return. Two large United States flags which had been presented to him were immediately raised upon an improvised flag-staff, and the Indians and passengers all gathered around their folds, under the shade of the large trees upon the shelving shore.

As I participated in this interesting ceremony, at the request of Mr. Duncan, I quote the following description of it from the report of a cor-

respondent, who was present, and contributed a graphic account of it to the Portland Oregonian :

The day was a perfect one, and the visitors were at once put on shore. A more lovely place than this harbor it is impossible to imagine. It is semi-circular in shape, opening out through a number of small islands to the westward. On the east and north were wild, rugged mountains, coming down to the water's edge, and on the south is a low green shore, skirted by a gravel beach that winds in and out in beautiful curves. The place was entirely uninhabited, except by thirty or forty of the men of Metlakahla, with their families, who had come on as an advance guard. The remainder, in all about one thousand people, men, women, and children, will come as soon as provision can be made for them and the means of transportation shall arrive.

The exercises were impromptu and Mr. Duncan first addressed his people in their native tongue. He told them of his trip to the United States, and concluded by introducing Hon. N. H. R. Dawson, the United States Commissioner of Education, then upon an official tour of Alaska, who had kindly consented to make an address upon this occasion. In Mr. Dawson's address, interpreted by Mr. Duncan into the native language, for the benefit of those who did not understand English, they were impressively told of the power and glory of the great American Government, under whose protection they were coming, and were assured that when its flag was raised over them, they would be protected in their lives and liberties, that their homes and lands would be assured to them, and that their education and welfare would be the cherished care of the great Government, to which they had intrusted themselves.

He congratulated them upon their advent to American soil, and assured them that they would have the sympathy and protection of the Government in their new homes, and that, although the general land laws of the United States were not now in force in the Territory, that they would not be disturbed in the use and possession of any lands upon which they might settle and build houses, but that when those laws were extended over the country they would doubtless be allowed to enter and purchase these lands and hold possession of them in preference to others. In the mean time they would have the same advantages of education open to them which are now extended to all the inhabitants of the Territory. Efforts had been made to impress them with the idea that the American Government was unfriendly and would show them no kindness. This impression Mr. Dawson successfully dispelled in his address, which was received with great satisfaction by the Indians. When he concluded, the flags were raised, the ship saluting them as they went up with its battery of one gun. The natives then sang "Rock of Ages," exquisitely, in their native tongue. Rev. Dr. Fraser, of San Francisco, in a touching prayer, then commended the new settlement to the protection of Divine Providence, after which all united in singing old "Coronation." One of the principal chiefs, or selectmen, Daniel Ne-ash-knu-ack-kem, then replied to Mr. Dawson's address in a short speech, as follows :

"Chiefs, I have a few words of truth to let you know what our hearts are saying. The God of heaven is looking at our doings here to-day. You have stretched out your hands to the Tsein-she-ans. Your act is a Christian act. We have long been knocking at the door of another government for justice, but the door has been closed against us. You have risen up and opened your door to us, and bid us welcome to this beautiful spot, upon which we propose to erect our homes. What can our hearts say to this, but that we are thankful and happy. The work of the Christian is never lost. Your work will not be lost to you. It will live, and you will find it after many days. We are here only a few to-day who have been made happy by your words; but when your words reach all of our people, numbering over a thousand, how much more joy will they occasion. What shall we say further to thank you? We were told that there were no slaves under the flag of England. For a long time our hearts relied on this as the truth. We were content and happy; but we now find that our reliance has been misplaced. These promises have been broken; that nation has set at naught its own laws in its treatment of us, and is dealing with us as with slaves. We come to you for protection and safety. Our hearts, though often troubled, have not fainted. We have trusted in God, and He has helped us. We are now able to sleep in peace. Our confidence is restored. God has given us His strength to reach this place of security and freedom, and we are grateful to Him for His mercy and loving kindness. We again salute you from our hearts. I have no more to say."

At the conclusion of this reply, which was delivered in the musical intonations of his native tongue, with a grace and eloquence that did credit to the picturesque forum in which he stood, Dr. Fraser gave the benediction. The passengers and natives then joined in one rousing cheer for the old flag, that must have impressed the Metlakahtlans with the fervor and zeal of American patriotism.

It was an eventful day in the history of these people, and none who witnessed this ceremony in the light of the serene skies which canopied the heavens, and the beautiful landscape of sea, mountain, and forest,

will ever be willing to forget it, and was well calculated to arouse the highest feelings of devotion and enthusiasm.

At sunset a large bell, which had been brought over by the Indians and hung to the limb of a giant hemlock, was tolled for the first time at the new home, and a number of the passengers went from the ship and joined the Indians in their evening service of prayer and praise.

The Indians will all remove from Metlakahtla during the fall to their new location, where they propose to rebuild their houses and re-establish their community. In expatriating themselves, they give up comfortable homes and abandon property, all the fruit of their own labors, which has cost them over \$100,000. These sacrifices have all been made, as they believe, for the sake of conscience and religious freedom, and for the protection of their persons and property, and the enjoyment of their liberties.

The story of Metlakahtla is one of the wonders of this age, and teems with incidents of surprise and gratification. The removal of its entire population, under all the circumstances, making the sacrifice of homes and property, is well calculated to challenge the admiration and excite and enlist the sympathy of the country. The event is so notable and extraordinary that I have not deemed it unworthy of a place in the report of my visit to Alaska. I have strongly recommended these people to the attention of the Territorial Board of Education, and have requested the establishment of a school among them and the appointment of one of their number as a teacher. Mr. Duncan has declared his intention to become an American citizen, and has taken out his naturalization papers. He has been appointed a justice of the peace by the governor of Alaska. I would commend his colony to the fostering care of the Government, and trust that the situation and condition of these people, who have expatriated themselves, will attract, as they deserve, the attention and legislative care of Congress.

I returned to Washington on the 19th of September, having traveled, in making this visit to Alaska, over ten thousand miles by land and water. Neither pen nor pencil can picture the scenery of this part of our continent. Its calm and placid seas, its picturesque islands, its marvelous glaciers, its magnificent ranges of lofty mountains are the wonderful features of its physical beauty and grandeur. Its immense forests of hemlock, spruce, fir, and cedar, the abundance and richness of its minerals, its furs and fisheries, all promise to make it one of the wealthiest portions of our American empire, and refute the theories of those who depreciate the value and importance of its acquisition.

I have the honor to be, very respectfully, your obedient servant,

N. H. R. DAWSON,

Commissioner.

The SECRETARY OF THE INTERIOR,

Washington, D. C.

Rules and regulations for the conduct of public schools and education in the Territory of Alaska.

By virtue of the power conferred upon the Secretary of the Interior by the act of Congress of May 17, 1884, authorizing him to make needful and proper provision for the education of children of school age in the Territory of Alaska, without reference to race, until such time as permanent provision shall be made for the same, the following rules and regulations for the government of the public schools in Alaska are hereby promulgated:

I.—GENERAL MANAGEMENT.

SECTION 1. The general supervision and management of public education in Alaska is hereby committed to the Commissioner of Education, subject to the direction and control of the Secretary of the Interior.

SEC. 2. There is hereby organized in the Territory of Alaska a board to be known as the Territorial Board of Education, to whom shall be committed the local management of the schools in that Territory, subject to the general management and supervision of the Commissioner of Education.

The governor of the Territory, the judge of the United States court for the time being, and the general agent of education in Alaska shall constitute this Board of Education, and the general agent shall be secretary of said board and shall keep a record of its proceedings.

SEC. 3. The regular meetings of the Board of Education shall be held, at such times as said board may appoint, in the town of Sitka, in said Territory.

SEC. 4. The Territorial Board of Education shall have power, subject to the approval of the Commissioner of Education—

(a) To select and appoint the teachers of the public schools, to prescribe their duties, and to fix their salaries;

(b) To provide general rules for the government of the schools and the attendance of the children;

(c) To prescribe the series of text-books to be used in the public schools and to require all teaching to be done in the English language;

(d) To select the location and supervise the erection of the school-houses, to provide plans for the same, and to lease houses for school purposes.

SEC. 5. Requisitions for all materials for the erection of school buildings, articles of school furniture, supplies of books, stationery, and other necessary materials for the use of the schools must be made by the Territorial Board of Education upon the Commissioner of Education, and when such requisitions are approved by the Commissioner they will be transmitted to the Secretary of the Interior for his approval, and, when approved by him, the supplies will be purchased by the Commissioner of Education, and paid for as hereinafter provided.

SEC. 6. The Board of Education, at least three months in advance of the close of the scholastic year, shall submit to the Commissioner of Education detailed estimates of the probable necessary expenses for the support of the Territorial schools for the next fiscal year, including therein the erection of school buildings, the pay of school officers and teachers and other employés, traveling expenses of the general agent and the district superintendents, rents, fuel and lights, furniture, school books, apparatus, and all other necessary expenses for the maintenance of the schools.

SEC. 7. All salaries, expenditures, and other claims for the payment of educational expenses in Alaska must be audited by the Territorial Board of Education, approved by the Commissioner of Education, and, when approved by him, transmitted to the Secretary of the Interior for his approval, and when so approved, will be paid out of the funds appropriated by Congress for the education of the children of the Territory.

SEC. 8. In cases of special emergency the Board of Education may incur expenditures for immediate necessary school purposes in advance of the approval of the Commissioner of Education, but such liabilities shall be only for unforeseen and necessary purposes, and shall in no case exceed \$100.

SEC. 9. Whenever such extraordinary expense is incurred the Board shall make an immediate report thereon, in writing, to the Commissioner of Education, setting forth the reasons for incurring said expense, and transmitting properly signed and audited vouchers for the payment thereof.

SEC. 10. In the preparation of estimates, vouchers, and other official forms and papers the blanks approved by the Treasury and Interior Department, will be used by the Board of Education.

SEC. 11. For his services each member of the Territorial Board of Education hereby established shall receive the sum of \$200 per annum.

SEC. 12. At the close of the school year the Territorial Board shall make a report to the Commissioner of Education, transmitting the hereinafter-mentioned report of the general agent, and containing their opinions and recommendations respecting the subjects thereof, and such other topics as shall be deemed by them proper for the general welfare of education in Alaska.

II.—THE GENERAL AGENT.

SECTION 1. A superintendent of education, to be known as the general agent of education in Alaska, shall be appointed by the Secretary of the Interior, and shall hold the position during the pleasure of the Secretary, and until his successor is appointed.

He shall receive from the Government for his services as general agent an annual salary of \$1,200.

SEC. 2. The general agent of education shall reside at Sitka, and shall be provided with an office, with the necessary furniture, stationery, fuel, and lights. He shall not leave the Territory without the written permission of the Secretary of the Interior.

SEC. 3. It shall be the duty of the general agent to exercise general supervision and superintendence over the public schools and teachers in the Territory, subject to the approval of the Territorial Board of Education.

SEC. 4. He shall visit each school district and each school in the district of Sitka at least once a year. He may, once a year, in each district, hold a teachers' association, at such time and place as in his judgment will best promote the interests of the public schools. The schools in the district of Sitka shall be under his immediate supervision.

SEC. 5. The general agent shall make a report at the end of the school year to the Territorial Board of Education, which report shall embrace—

(a) The number and general condition of the schools in the Territory.

(b) The rules and regulations prescribed by the Board of Education for the government of the schools and the duties of the teachers.

(c) The number of children between the ages of six and twenty-one years in the Territory, the number of children attending the public schools, the number attending other schools, and the number not attending any school.

(d) The names, ages, residence of the teachers and other officers employed in the schools, and the amount of their respective salaries.

(e) The time spent by the general agent in the Territory and the time spent by him in visiting the schools.

(f) And any and all information and suggestions that may be useful for the advancement of education in the Territory, or that may be required by the Commissioner of Education.

SEC. 6. It shall be the duty of the general agent to keep an inventory of school books, school furniture, and other property received by him from the Government, and at the end of his term of office he shall deliver to his successor all of the books and papers of his office, taking a receipt therefor.

III.—SCHOOL DISTRICTS.

The Territory of Alaska is divided into three school districts, which shall conform to the geographical divisions known as Sitka, Kadiak, and Unalashka, as follows:

SECTION 1. Sitka, comprising all Southeastern Alaska, with an area of 28,980 square miles.

SEC. 2. Kadiak, comprising the region from Mount Saint Elias westward to Zakharoff Bay, with an area of 70,884 square miles.

SEC. 3. Unalashka, comprising the region from Zakharoff Bay westward to the end of Aleutian Islands, and northward to the Arctic Ocean, with an area of 431,545 square miles.

SEC. 4. In the districts of Kadiak and Unalashka the district superintendent, the United States deputy collector of customs, and the United States commissioner at Kadiak and Unalashka shall constitute and are hereby appointed a school committee. The supervision of the schools in these districts shall be under these committees, and all reports of the progress and condition of the schools, with recommendations for the location of new schools, and for the erection and repair of school buildings, shall be made to the general agent by said committees, and for their services as members of such committees the deputy collectors and commissioners shall be allowed \$100 each per annum.

SEC. 5. In each of these two last-named districts or divisions the Territorial Board of Education shall appoint one of the teachers to act as district superintendent. These superintendents shall visit the schools of their districts at least once a year, and keep the general agent informed of their condition and wants as to school buildings, the manner in which the teachers perform their duties, and all reports shall be made to the general agent by the superintendents through the committees of their districts. The district superintendent, in addition to his salary as teacher, shall be paid the sum of \$200, which shall be in full payment of his services and traveling expenses as such superintendent.

SEC. 6. The children shall be taught in the English language, and the use of school books printed in any foreign language will not be allowed. The purpose of the Government is to make citizens of these people by educating them in our customs, methods, and language. The children are primarily to be taught to speak, read, and write the English language. Vocal music may also be taught in the schools.

SEC. 7. The Sitka training school should teach the primary branches of industrial education. The boys should be taught shoemaking, carpenter and cabinet work, printing, and such other trades as are of use in the Territory, while the girls should be instructed in intelligent housekeeping and household industries.

SEC. 8. A common school should be established in every settlement where there are children in sufficient number, and at least one school in every tribe of Indians or native settlement.

Comfortable school houses must be provided. These schools must be open to all children without reference to race.

L. Q. C. LAMAR,
Secretary of Interior.

SITKA, ALASKA, August 24, 1887.

DEAR SIR: For your guidance in preparing estimates of appropriations for education in Alaska for the fiscal year ending June 30, 1889, the Territorial board of education have the honor to transmit to you as a preliminary report the following tables, and recommend that you will urge upon the Secretary the importance of obtaining an appropriation sufficient to establish these new schools. Tables 1, 2, and 3 aggregate \$77,100. New mining camps, like Douglas City and Berner's Bay, and fisheries like Loring and Tongass Narrows, will also probably require schools soon, so that for one year an appropriation of \$85,000 could be wisely used for education in Alaska.

After the necessary buildings are erected, the annual expenses need not be so great.

By order of the Board.

SHELDON JACKSON,
Secretary.

Hon. N. H. R. DAWSON,
Commissioner of Education, Washington, D. C.

TABLE 1.—Estimates for the support of existing schools in Alaska for the year ending June 30, 1889.

Places.	Salaries.	Buildings.	Supplies.	Population under 21 years.	School attendance 1886-'87.
Yukon River.....	\$1, 200	.....	\$150	.....	.....
Bethel.....	1, 200	.....	150	.....	13
Nushagak.....	1, 200	.....	150	.....	.....
Unga.....	1, 200	\$1, 200	150	74	32
Kadiak.....	1, 200	1, 500	150	143	59
Afognak.....	1, 200	1, 200	150	146	30
Haines.....	1, 200	.....	150	60	46
Juneau.....	2, 000	.....	150	245	218
Killisnoo.....	800	.....	150	200	125
Sitka.....	1, 800	.....	200	503	198
Fort Wrangell.....	1, 000	.....	200	110	106
Klawack.....	1, 200	1, 200	200	132	168
Jackson.....	800	1, 000	150	144	123
General agent.....	1, 200	.....	.....	.....	.....
Board of Education.....	600	.....	.....	.....	.....
Three district superintendents.....	600	.....	.....	.....	.....
Three school commissioners.....	300	.....	.....	.....	.....
Travelling and contingent expenses.....	.....	.....	1, 000	.....	.....
Total.....	18, 700	6, 100	2, 200	1, 757	1, 118

TABLE 2.—Places in Alaska where schools are urgently needed, with estimate of expenses for the same.

Places.	Salaries.	Buildings.	Supplies.	Population under 21 years.
Unalashka.....	\$1, 200	\$1, 500	\$400	132
Belkofsky.....	800	1, 500	400	91
Morshevoi.....	1, 200	1, 500	400	39
Wood Island.....	800	1, 000	300	50
Spruce Island.....	800	1, 000	300	18
Kaguick.....	300	1, 000	300	45
Ayakhatalik.....	1, 200	1, 000	300	72
Cook's Inlet.....	1, 200	1, 000	400	*100
Yakatat.....	.....	.....	300	*200
Hoonah.....	800	.....	150	*150
Metlakahtla.....	800	1, 000	150	*200
Total.....	9, 100	10, 500	3, 400	1, 097

* Estimated.

TABLE 3.—*Places in Alaska where schools ought to be established.*

Places.	Salaries.	Buildings.	Supplies.	Population under 21 years.
Karluk	\$1, 200	\$1, 000	\$300	118
Katmai	1, 200	1, 000	300	71
Old Harbor.....	800	1, 000	300	66
Orlova	1, 200	1, 000	300	82
Umnak	1, 200	1, 000	300	59
Skilakh.....	1, 200	1, 000	300	40
Sushetno	1, 200	1, 000	300	50
Atkha	1, 200	1, 000	300	41
Klucquan.....	1, 200	1, 000	300	200
Attoo.....	1, 200	1, 000	300	61
Akhiok.....	1, 200	1, 000	300	48
Total	12, 800	11, 000	3, 300	836

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BUREAU OF EDUCATION
CIRCULAR OF INFORMATION NO. 3, 1887

PROCEEDINGS

OF THE

DEPARTMENT OF SUPERINTENDENCE

OF THE

NATIONAL EDUCATIONAL ASSOCIATION

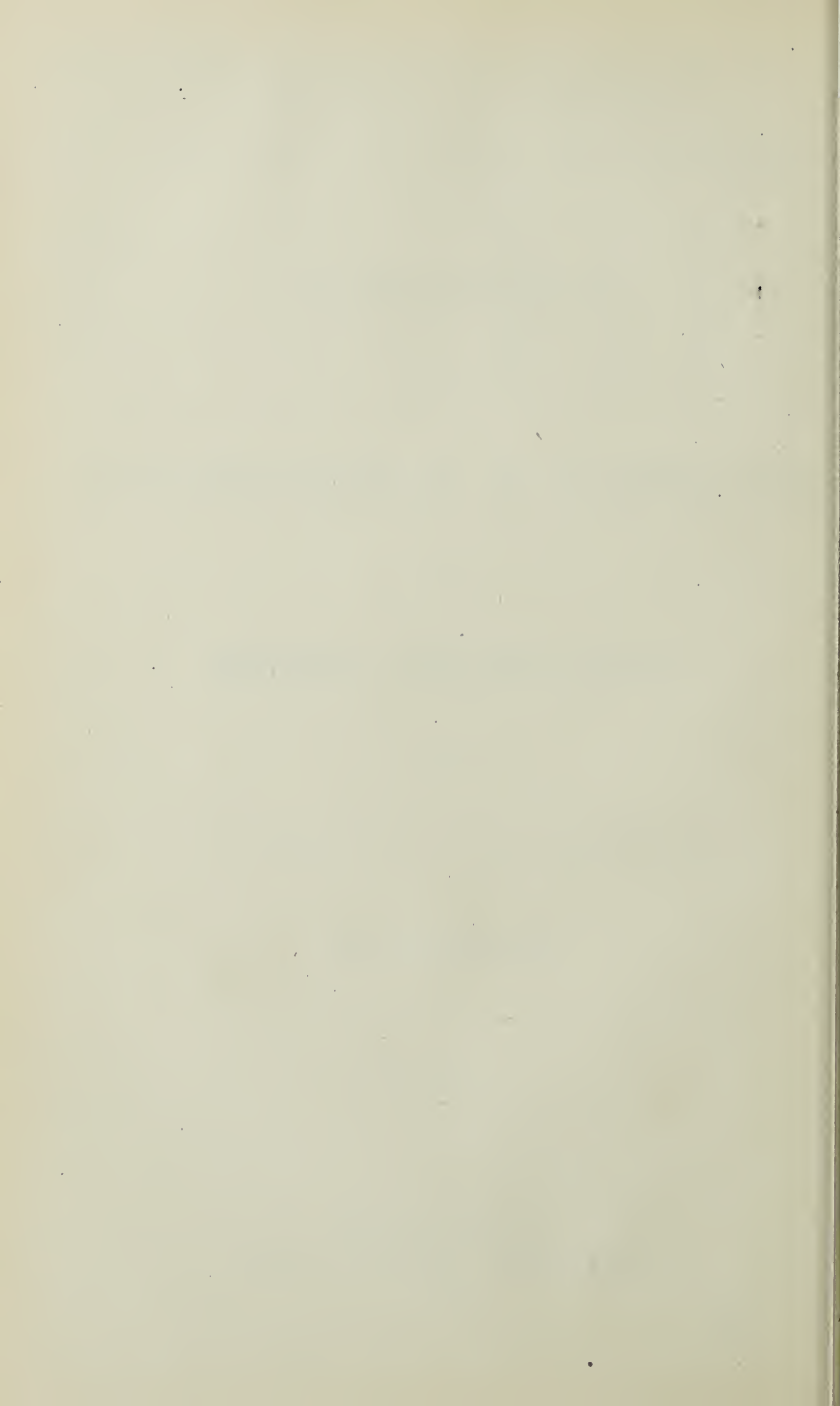
AT ITS

MEETING AT WASHINGTON

MARCH 15-17, 1887



WASHINGTON
GOVERNMENT PRINTING OFFICE
1887



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NATIONAL EDUCATIONAL ASSOCIATION.

DEPARTMENT OF SUPERINTENDENCE.

PERSONS IN ATTENDANCE, 1887.

[Names of officers of the Department and of persons taking a prominent part in the proceedings are printed in small capital letters.]

D. W. Abercrombie, Worcester, Mass.

Cyrus Adler, Johns Hopkins University, Baltimore, Md.

Jerome Allen, editor "School Journal," New York City.

Hon. W. H. ANDERSON, Superintendent of Schools, Wheeling, W. Va.

Miss Emma S. Atkinson, Normal School, Washington, D. C.

Charles A. Babcock, Oil City, Pa.

J. E. Baker, Washington, D. C.

Hon. THOMAS P. BALLARD, Superintendent of Schools, Columbus, Ohio.

Hon. W. N. BARRINGER, Superintendent of Schools, Newark, N. J.

Prof. W. H. BARTHOLOMEW, Member of State Board of Education, Louisville, Ky.

Maj. R. BINGHAM, Superintendent of Bingham School, Bingham, N. C.

Hon. H. W. BLAIR, U. S. S., of New Hampshire.

Mrs. H. W. Blair, Manchester, N. H.

N. C. Brackett, Principal Storer College, Harper's Ferry, W. Va.

Mrs. Gertrude Hitz Brown, Massachusetts Institute of Technology, Boston, Mass.

Hon. LE ROY D. BROWN, State Commissioner of Common Schools, Columbus, Ohio.

Thomas C. Bruff, County Examiner, Baltimore County, Maryland.

Hon. J. L. BUCHANAN, State Superintendent of Public Instruction, Richmond, Va.

Hon. F. M. CAMPBELL, Superintendent of Schools, Oakland, Cal.

Hon. Richard L. Carne, Superintendent of Schools, Alexandria, Va.

Hon. J. H. Chapin, Superintendent of Schools, Meriden, Conn.

Mrs. L. J. K. Clark, Bureau of Education, Washington, D. C.

I. Edwards Clarke, Bureau of Education, Washington, D. C.

Hon. W. R. Comings, Superintendent of Schools, Norwalk, Ohio.

Hon. H. W. COMPTON, Superintendent of Schools, Toledo, Ohio.

Hon. G. F. T. Cook, Superintendent of Colored Schools, Washington, D. C.

Hon. C. C. DAVIDSON (Secretary of the Department), Superintendent of Schools, Alliance, Ohio.

Hon. E. H. Davis, Superintendent of Schools, Chelsea, Mass.

Hon. N. H. R. DAWSON, United States Commissioner of Education, Washington, D. C.

Miss Mary Desha, Bureau of Education, Washington, D. C.

Hon. J. W. DICKINSON, Secretary of State Board of Education, Boston, Mass.

Hon. H. A. Disert, Superintendent of Schools of Franklin County, Pennsylvania.

Hon. J. A. Dix, Superintendent of Schools, Elizabeth, New Jersey.

Hon. N. C. Dougherty, Superintendent of Schools, Peoria, Ill.

Hon. WARREN EASTON, State Superintendent of Public Instruction, Baton Rouge, La.

Hon. A. W. Edson, Superintendent of Schools, Jersey City, N. J.

Hon. RICHARD EDWARDS, State Superintendent of Public Instruction, Springfield, Ill.

John C. Ellis, Chicago, Ill.

Hon. S. M. FINGER, State Superintendent of Public Instruction, Raleigh, N. C.

A. P. Flint, Philadelphia, Pa.

Charles N. Gaintor, New York City.

William H. Gardiner,* Chief Clerk, Bureau of Education, Washington, D. C.

E. J. Garrison, Bureau of Education, Washington, D. C.

Richard H. Gorgas, Bureau of Education, Washington, D. C.

Hon. J. K. Gotwals, Superintendent of Schools, Norristown, Pa.

Hon. AARON GOVE, Superintendent of Schools, Denver, Colo.

Hon. J. M. GREENE, Superintendent of Schools, Long Branch, N. J.

William M. Griffin, teacher, Newark, N. J.

Daniel B. Hagar, Principal Normal School, Salem, Mass.

J. D. Haile, Grundy Centre, Iowa.

Mrs. M. D. S. Haynie, Illinois State Normal School.

R. P. Henry, Publisher, Richmond, Va.

Hon. E. E. HIGBEE, State Superintendent of Public Instruction, Harrisburg, Pa.

B. A. HINSDALE, LL. D., Cleveland, Ohio.

Hon. J. W. HOLCOMBE,† State Superintendent of Public Instruction, Indianapolis, Ind.

George E. Hunt, Washington, D. C.

Dr. SHELDON JACKSON, General Agent of Education in Alaska.

Hon. D. B. JOHNSON, Superintendent of Schools, Columbia, S. C.

* Resigned May 31, 1887.

† Chief Clerk, U. S. Bureau of Education, June 1, 1887.

- Hon. H. S. Jones, Superintendent of Schools, Erie, Pa.
 Hon. A. P. Kinsley, Superintendent of Schools, Franklin, Pa.
 Hon. A. G. Lane, Superintendent of Schools, Cook County, Illinois.
 W. O. Langan, Washington, D. C.
 Hon. O. E. Latham, Superintendent of Schools, Danville, Ill.
 Rev. George O. Little, Washington, D. C.
 Hon. G. J. LUCKEY, Superintendent of Schools, Pittsburgh, Pa.
 Hon. John Macdonald, Superintendent of Schools, Topeka, Kans.
 Hon. A. P. MARBLE, Superintendent of Schools, Worcester, Mass.
 Artemas Martin, Librarian U. S. Coast Survey, Washington, D. C.
 Hon. H. A. Maurice, Superintendent of Schools, Manchester, Va.
 Hon. J. E. McCaha, Assistant Superintendent of Schools, Baltimore, Md.
- M. H. McWhorter, Georgia.
 M. A. Mess, Esq., Washington, D. C.
 Mrs. H. E. Monroe, teacher, Atchison, Kans.
 Prof. H. P. Montgomery, Supervising Principal, Washington, D. C.
 Prof. W. S. Montgomery, Supervising Principal, Washington, D. C.
 Hon. B. S. MORGAN, State Superintendent of Public Instruction, Charleston, W. Va.
- John Morrow, Allegheny, Pa.
 Hon. E. P. Moses, Superintendent of Schools, Raleigh, N. C.
 Dr. W. A. MOWRY, Editor of "Education," Boston, Mass.
 F. R. Neighbors, Frederick, Md.
 Hon. M. A. NEWELL, State Superintendent of Public Instruction, Baltimore, Md.
- Hon. SOLOMON PALMER, State Superintendent of Public Instruction, Montgomery, Ala.
 Hon. S. J. Pardee, Superintendent of Schools, Flushing, N. Y.
 Col. FRANCIS W. PARKER, Principal Normal School, Normal Park, Ill.
- Col. J. A. M. Passmore, Philadelphia, Pa.
 Prof. Edward A. Paul, Principal of High School, Washington, D. C.
 George A. Plimpton, New York City.
 Hon. A. W. Potter, Superintendent of Schools, Wilkes Barre, Pa.
 Hon. W. B. POWELL, Superintendent of Schools, Washington, D. C.
 Henderson Presnell, Bureau of Education, Washington, D. C.
 Zalmon Richards, teacher, Washington, D. C.
 Dr. ANDREW J. RICKOFF, Yonkers, N. Y.
 C. B. Ruggles, Cincinnati, Ohio.
 William E. Sheldon, President National Association, Boston, Mass.
 Hon. W. H. Shelley, Superintendent of Schools, York, Pa.
 Hon. Edward Smith, Superintendent of Schools, Syracuse, N. Y.
 Miss Lucilla Smith, Normal School, Brooklyn, N. Y.
 Hon. H. C. SPEER, State Superintendent of Public Instruction, Topeka, Kans.

Hon. G. A. Spindler, County Superintendent of Schools, Washington County, Pennsylvania.

Hon. WILLIAM M. STEWART, ex-United States Senator from Nevada.

J. E. Stout, teacher, Washington, D. C.

F. E. Upton, Bureau of Education, Washington, D. C.

Charles Warren, Statistician of the Bureau of Education, Washington, D. C.

Hon. W. B. WEBB, Commissioner of the District of Columbia, Washington, D. C.

Hon. H. G. Weimer, Superintendent of Schools, Allegheny County, Pennsylvania.

Miss Belle Wilbur, teacher, Maple Rapids, Mich.

I. R. Williams, Seattle, Wash. Ter.

Hon. J. Ormond Wilson, Washington, D. C.

S. R. Winchell, Boston, Mass.

Hon. Henry A. Wise, Superintendent of Schools, Baltimore, Md.

I. N. Wyckoff, Bureau of Education, Washington, D. C.

Hon. CHARLES S. YOUNG, President of the Department, Reno, Nev.

Hon. B. M. Zettler, Superintendent of Schools, Macon, Ga.

FIRST SESSION.

The Department of Superintendence of the National Educational Association met in the hall of the National Museum, Washington, D. C., Tuesday, March 15, 1887, at 10 o'clock a. m.

After an exchange of greetings the president of the Department, Hon. CHARLES S. YOUNG, of Nevada, said:

Before proceeding with the literary exercises, is there anything of a business nature to come before the meeting?

Hon. LE ROY D. BROWN, of Ohio: The fact has reached me that some of those down for discussion are not present. Having conversed with a number of members, we have thought it desirable, in case these persons do not arrive, that if the papers which are read extend over 45 minutes, there will be no objection to having them read in full. I suppose it is not necessary to make a motion that the Chair be authorized to have this done.

The Chair then presented to the Department William B. Webb, esq., one of the Commissioners of the District of Columbia. Mr. Webb welcomed the audience to the capital as a proper place for its deliberations.

He spoke eloquently of the evergrowing importance of public instruction as a factor in local, industrial, political, and national life, and emphasized the importance of all means for the instruction and retention of trained and competent teachers in the public school service. He mentioned among other points of current interest the danger of permitting the control of public schools to pass into unworthy hands,

schools; and I know that, in the compilation of all the books, it has been their conscientious aim to employ only well-tested school-room methods. The general plan of criticism and revision has been to distribute proof pamphlets of each work, not only to the members of the board, but also to a number of the enterprising and intelligent teachers of the State, and to take their suggestions into consideration.

The method of distributing the books to pupils has not been fully or satisfactorily settled. That is one of the most perplexing problems involved in the whole scheme of State publication. The provision for this in the original act of the Legislature was not well considered.

A bill to amend that act in this particular, which is before the Legislature, now in session, provides as follows:

SEC. 6. All orders for text-books shall be made on the superintendent of public instruction, and shall be accompanied by cash, in payment for the same, at the price fixed by the State board of education as the cost price at Sacramento: *Provided*, That if the books are to be shipped by mail, the cost of postage shall also accompany the order. The following persons shall be entitled to order books:

- (1) County superintendents of schools, for the use of teachers and pupils in their counties.
- (2) Principals of State normal schools, for use in their respective schools only.
- (3) The secretary or clerk of any school district in the State, whether incorporated or operating under the general law of the State, for the use of the pupils in said district only, but no books ordered by county superintendents, principals of normal schools, or clerks of school districts, shall be sold at a price exceeding the cost price at Sacramento, with the actual cost for freight added.
- (4) Any dealer who shall first transmit to the State superintendent of public instruction an obligation, signed by him, not to sell to be sold again, or to any one beyond the limits of the State, or at a price exceeding the mailing price of the books.

These provisions will probably become law, and in this way it is hoped that all classes of citizens will be conveniently and cheaply served.

Four candidates for the authorship of the United States history submitted specimen chapters. Superintendent Hoitt has control of that subject, and has directed that the engraving shall go forward of such matter as can be determined upon in advance of the complete writing of the work.

Nothing definite has been done about a geography, further than to get from the State printer an estimate of the cost of plates.

Of the \$150,000 appropriated for plant, labor, and material, \$120,000 has been expended.

Of the \$20,000 for compiling, \$9,000 has been expended.

One hundred and eighty-thousand dollars is asked from the present Legislature for compilation and manufacture. By the bill making this appropriation it is to be expended in making, say, 50,000 books of each kind, after which the further editions shall be made from money drawn from the fund accruing from the sales. The cost of plates, plant, compilation, and illustration has been distributed by the board over an estimated supply for twelve years. There are in stock (in round numbers)

\$40,000 worth of finished books at the cost valuation. This, of course, comes back when they are sold. The gentleman, Mr. Kinne, who contributed the selections, used as the basis for making the readers, did so without asking or receiving pay. Mr. Willis, who made the speller, received \$1,000.

All the work of every kind in the readers and speller has been done in California. The designs, costing about \$900, were made by artists of California. They were Thomas Hill, Miss A. Randall, and Carl Dahlgreen, of San Francisco, and Mrs. Miriam Weeks, of Sonoma County, whose previous work had been done for London publications, she having been in California but three years. The engraving was done in the capitol building by engravers employed by the week. The amount paid for this work was about \$2,300.

The committee on resolutions made the following report; which was adopted:

Resolved (1), That our thanks are due to Professor Baird for the use of this commodious room for holding our meetings; and also the local committee for their efficient preparation for the same.

Resolved (2), That our thanks are due to the railroad corporations that have favored us with a reduction of rates of transportation.

Resolved (3), That our thanks are due the press of this city for the interest taken in our proceedings and the courtesy shown in the publication of the same.

Resolved (4), That we tender our thanks to the hotel proprietors who have kindly reduced their rates for the benefit of those attending this session.

Resolved (5), That our thanks are hereby tendered to the president and executive committee of this Department for the efficient and acceptable manner in which they have performed their duties.

Resolved (6), That the National Department of Superintendents looks with favor upon the disposition of some of the colleges and universities to recognize public school work as a profession, and that we appreciate what has been done towards establishing chairs of pedagogy in a few of them.

Resolved (7), That it is the sense of this Department of Superintendence that if satisfactory railroad and hotel rates be guaranteed, it would be in the interest of the National Educational Association that its session for 1888 be held in San Francisco.

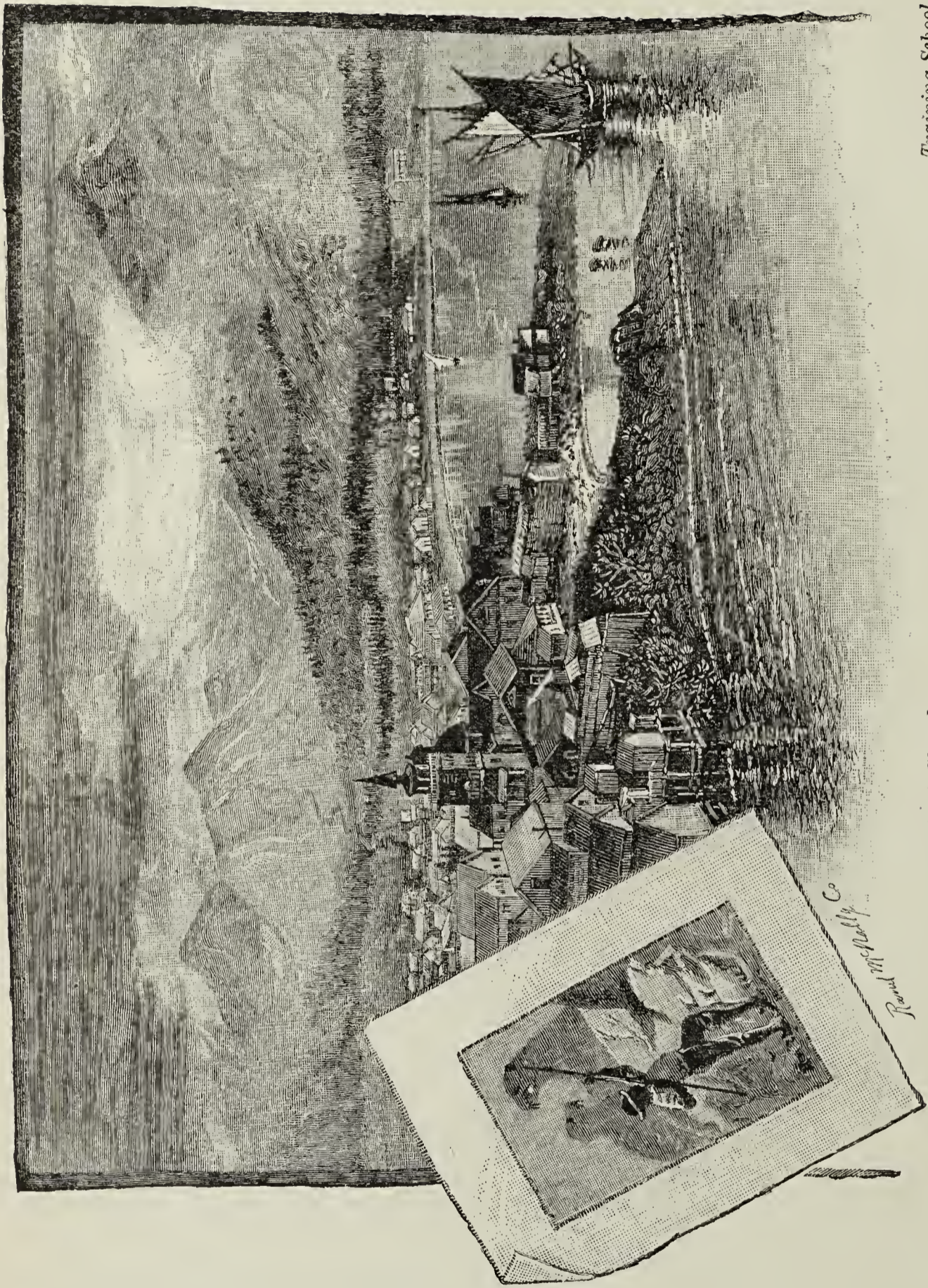
Resolved (8), That the secretary of this Department be instructed to forward a copy of the foregoing resolutions to the secretary of the National Education Association.

NINTH SESSION.

The convention re-assembled at 7.30 p. m., Thursday, March 17, 1887.

The PRESIDENT: The first thing on the programme is a privileged statement by Major Bingham, of North Carolina.

Maj. ROBERT BINGHAM: I find myself reported this morning as having said last night that there were no free manual training schools in the South. Several gentlemen, besides the reporter, so understood me, and I rise to correct the misstatement, if I made it. We have in Georgia, Alabama, Mississippi, Louisiana, and Arkansas manual schools, mechanical and agricultural, sustained by the proceeds of the land scrip given by the Government, but they are called colleges for higher in-



Training School.

Greek Church.

SITKA, ALASKA.

Published through the courtesy of the Northern Pacific Railroad.

Road & Ship Co

public, and we can govern this country without failing for the same cause that every government heretofore has failed, ignorance on the part of the people.

Dr. SHELDON JACKSON, the general agent of education in Alaska, was next introduced, and spoke as follows:

EDUCATION IN ALASKA.

Mr. President, Senator Blair has given you the principles of national aid to education. I bring to you an object lesson on the same subject.

The Alaska schools owe a debt of gratitude to the Department of Superintendence of the National Educational Association which it gives me pleasure to express.

At the winter meeting of this association, in 1882, Congress was memorialized to establish schools in Alaska.

In 1883 the National Educational Association took similar action, and upon its recommendation teachers in all parts of the United States—north, south, east, and west—sent petitions to Congress in behalf of education in Alaska.

The Department of Superintendence for 1884 went a step further, and appointed a committee to wait upon Congress and secure the incorporation of schools into the bill providing for a civil government for the district of Alaska.

This involved direct school-work by the General Government.

It was already carrying on schools among the North American Indians, and among all classes, white and black, native and foreign-born, in the District of Columbia.

Why should it not also undertake, until other provision could be made, schools in the district of Alaska.

The United States, in the purchase of Alaska, assumed all the obligations of Russia, guaranteeing by treaty to the inhabitants "the enjoyment of all the rights, advantages, and immunities of citizens of the United States." And among the advantages is the enjoyment of schools.

The Russian-American Fur Company, as the agent of the Government, gave Southern Alaska schools.

A school was established at Kadiak by Gregory Shelikoff, Governor of the colony, as early as 1785. In 1803 it reported thirty pupils, who were studying arithmetic, navigation, and four mechanical trades. In 1805 the imperial chamberlain and commissioner, Count Nikolai Resánoff, organized a school at Kadiak, under the name of the "House of Benevolence of the Empress Maria," in which were taught the Russian language, arithmetic, and the Greek religion. This school was re-organized in 1820.

About the same time a school was opened at Sitka, with a very precarious existence until 1820, when it came under the charge of a naval

officer, who kept a good school for thirteen years. In 1833 this school came under the direction of Etolin, who still further increased its efficiency. Etolin was a creole who, by the force of ability and merit, raised himself to the highest position in the country, that of chief director of the Fur Company and Governor of the colony.

In 1825 Veniaminoff, who afterwards became the metropolite of Moscow, established a school for natives and creoles at Unalashka. In 1860 it reported 50 boys and 43 girls. For the use of the schools, Veniaminoff prepared an alphabet and grammar in the Aleutian language. In 1837 a school was established for girls, children of the employés of the Fur Company, and orphans. In 1842 it had 42 pupils, and 22 in 1862, when it disbanded.

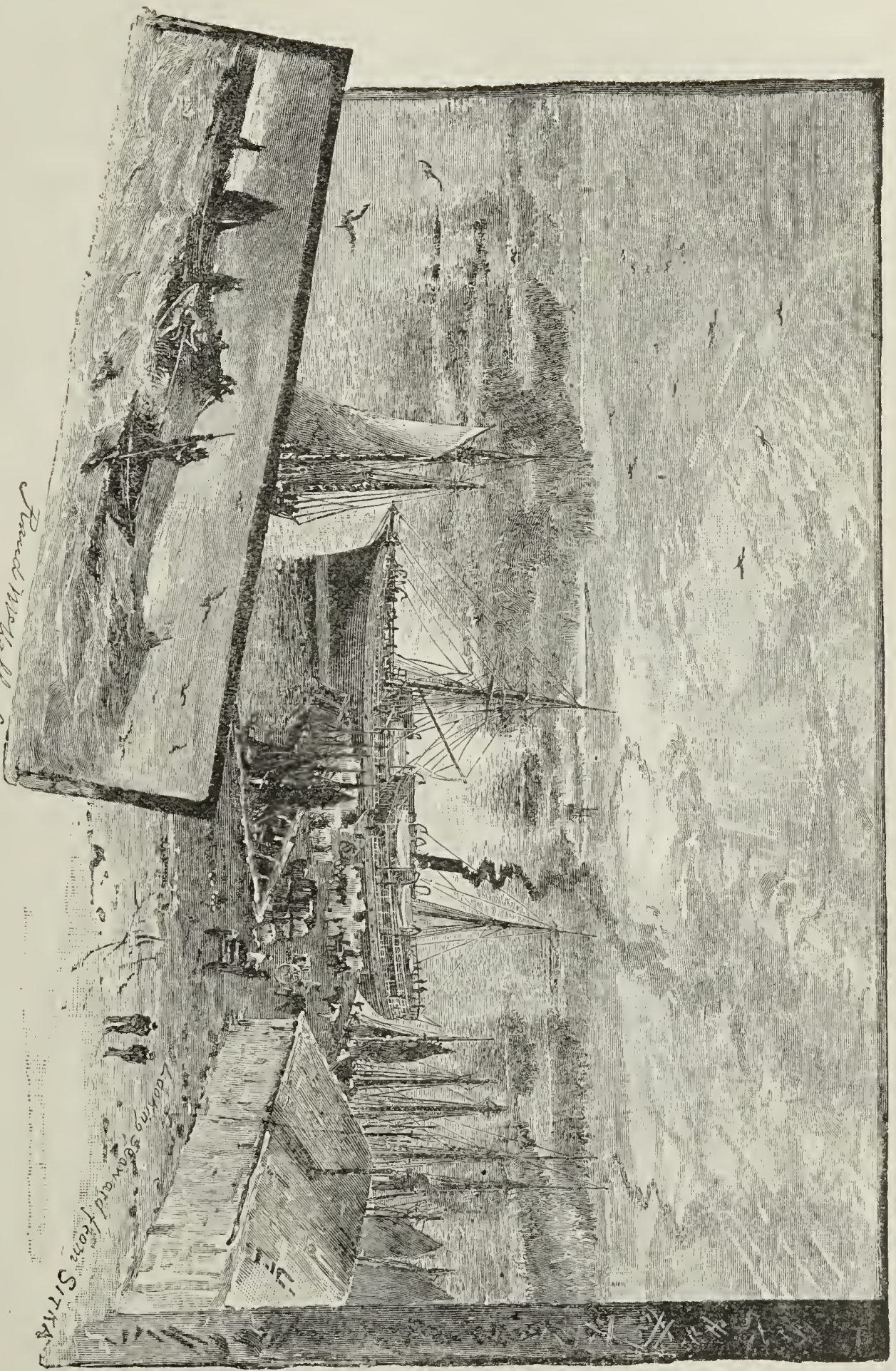
In 1840 there were in the colonies 8 schools, 4 for boys and 4 for girls. Besides the colonial school at Sitka was one for orphan boys and sons of workmen and subaltern employés of the Fur Company, in which were taught reading, writing, arithmetic, grammar, mechanical trades, and religion. The most proficient of the pupils at the age of 17 were advanced to the colonial school and prepared for the navy or priesthood. The number of boarders was limited to 50. The school was in charge of Lieutenant Commander Prince Maxutoff, assistant Governor of the colony. In 1847 the attendance was 52; in 1849, 39; and in 1861, 27.

In 1839 a girls' school of a similar character was established and number of boarders limited to 40. The course of study comprised Russian language, reading, writing, arithmetic, household work, sewing, and religion. In 1848 the school numbered 32; in 1849, 39; and in 1861, 26.

In 1841 a theological school was established at Sitka, which in 1845 was advanced to the grade of a seminary. In 1848 it reported 30 boarders; 12 day pupils and 12 creoles being educated in Russia. Of those in Russia, 2 were in training for pilots, 1 as merchant, 1 gunsmith, 1 fur dealer, 1 tailor, 1 cobbler. In 1849 the attendance was reported 28, with 11 others in Russia.

In 1859 and 1860 the common schools at Sitka were remodelled, in order to secure greater efficiency. The course of study consisted of Russian, Slavonian, and English languages, arithmetic, history, geography, book-keeping, geometry, trigonometry, navigation, astronomy, and religion. A knowledge of Russian, reading, writing, and the four rules of arithmetic were required for admission. A pupil failing to pass examination two years in succession was dropped. The course extended over five years. Extra compensation was allowed teachers who secured the best results. The faculty consisted of a principal, who was a graduate of the School of Commercial Navigation; a free pilot, who taught navigation; an employé of the company, who taught book-keeping and commercial branches; one priest and two licentiates, graduates of the University of St. Petersburg.

The corresponding school for girls was in charge of a lady graduate of one of the highest female schools in Russia, with two male teachers.



Francis M. Murphy C.

Looking Seaward from Sitka

LOOKING SEAWARD FROM SITKA.

Published through the courtesy of the Northern Pacific Railroad.

This made five schools at Sitka: two for the children of the lower class, two for the higher class, and one seminary.

On Spruce Island a Russian monk kept a school for thirty consecutive years for giving instruction in the rudimentary arts and agricultural industries.

In 1860 a school was reported on Amlia Island, with 30 in attendance. All these schools have been discontinued. A school house was erected on the lower Yukon, but never used. The result of these schools, especially among the Aleuts, is thus summed up by Hon. W. S. Dodge, of Sitka:

Nearly all of them read and write. Around their homes, in their churches and schools, are seen many if not all the concomitants of ordinary American homes. Many among them are highly educated, even in the classics. The administration of the Fur Company often reposed great confidence in them. One of their best physicians was an Aleutian; one of their best navigators was an Aleutian; their best traders and accountants were Aleutians.

When, in 1867, Alaska passed from Russia to the United States, some of the inhabitants are reported to have asked Major-General Rousseau, who was the representative of the United States Government in the transfer, what would become of their schools, he replied, in substance, that the public school system of the United States was far in advance of Russia, and that our Government would provide them better schools.

The teachers supported by the Russian Government were withdrawn, and the people, naturally and properly, look to the United States for a continuation of the schools.

Again, the citizens of Alaska have no power to levy taxes for school or other purposes. Like the District of Columbia, they are governed by Congress, and must necessarily look to Congress for the support of their schools.

Further, the conditions of the country are such that for a long time to come it will receive but a small emigration from other sections of the country. The population that will remain permanently in that land and develop its many resources and cause it to assist in advancing the national prosperity are the native inhabitants. This makes it of national importance that those native inhabitants should be educated and civilized.

The present population of Alaska largely speak in foreign tongues, and it is a wise policy for the General Government to unify their language and raise up English-speaking citizens through good schools taught in English.

A large part of the civilized population of Alaska is Russian in its customs and sympathies.

While Washington's birthday and the Fourth of July are uncelebrated and unknown among them, the Russian Emperor's birthday and all the national holidays of Russia are celebrated with great enthusiasm. Yet these people are by the terms of the treaty United States citizens. Therefore it is the duty of the Government, through the public schools,

to educate them into an appreciation of the privileges of their citizenship. An important object lesson in every Alaska school would be the "Stars and Stripes." Let every school be furnished with a flag.

The Government receives from Alaska into its treasury at Washington an annual revenue of about \$317,500, and it is just that a portion of this revenue should be returned to that country for education.

These and other reasons were brought to bear on Congress, and in May, 1884, was passed the act providing a civil government for Alaska.

Section 13 of that law reads:

That the Secretary of the Interior shall make needful and proper provision for the education of the children of *school age* in the Territory of Alaska, without reference to race, until *such time as permanent provision* shall be made for the same, and the sum of twenty-five thousand dollars, or so much thereof as may be necessary, is hereby appropriated for this purpose.

Establishment of public schools.—On the 2d day of March, 1885, the honorable the Secretary of the Interior assigned the work of making provision for the education of the children in Alaska to the Bureau of Education.

It was a work of great magnitude, on a new and untried field, and with unknown difficulties. It was a work so unlike any other, that the experience of the past in other departments could not be the sole guide. It was a problem peculiar to itself, and must be worked out by and for itself. It covered an area of one-sixth of the United States. The schools to be established would be from 4,000 to 6,000 miles from headquarters at Washington, and from 100 to 1,000 miles from one another, and that in an inaccessible country, only one small corner of which has any public means of intercommunication. The teachers of five schools in Southeastern Alaska will be able to receive a monthly mail; the larger number of the others can only receive a chance mail two or three times a year, and still others only one annually.

It was to establish English schools among a people the larger portion of whom do not speak or understand the English language, the difficulties of which will be better appreciated if you conceive of an attempt being made to instruct the children of New York or Georgia in arithmetic, geography, and other common school branches through the medium of Chinese teachers and text-books. Of the 36,000 people in Alaska, not over 2,000 speak the English tongue, and they are mainly in three settlements.

It was to instruct a people, the greater portion of whom are uncivilized, who need to be taught sanitary regulations, the laws of health, improvement of dwellings, better methods of housekeeping, cooking, and dressing, more remunerative forms of labor, honesty, chastity, the sacredness of the marriage relation, and everything that elevates man. So that, side by side with the usual school drill in reading, writing, and arithmetic, there is need of instruction for the girls in housekeeping, cooking, and gardening, in cutting, sewing, and mending; and for the boys in carpentering and other forms of wood-working, boot and shoemaking, and the various trades of civilization.

It was to furnish educational advantages to a people, large classes of whom are too ignorant to appreciate them, and who require some form of pressure to oblige them to keep their children in school regularly. It was a system of schools among a people who, while in the main only partially civilized, yet have a future before them as American citizens.

It was the establishment of schools in a region where not only the school house but also the teacher's residence must be erected, and where a portion of the material must be transported from 1,500 to 4,500 miles, necessitating a corresponding increase in the school expenditure.

It was the finding of properly qualified teachers, who, for a moderate salary, would be willing to exile themselves from all society, and some of them settle down in regions of arctic winters where they can hear from the outside world only once a year.

To the magnitude of the work, and the special difficulties environing it, is still further added the complication arising from the lack of sufficient funds to carry it on, there being appropriated only \$25,000 with which to commence it.

Schools in Southeastern Alaska.—In Southeastern Alaska the establishment of schools, in comparison with the difficulties met in other sections of this land, was easy, as four of the seven schools can be reached monthly by the mail steamer. Further, schools had been kept at all these points but two for several years by teachers in the employ of the Board of Home Missions of the Presbyterian Church. This missionary organization was the first of the American churches to enter that neglected land. Finding no schools, they established them side by side with their missions, proposing to furnish educational advantages until the General Government should be ready to do it. Therefore last fall, wherever the Government was ready to undertake the work in any village occupied by the Presbyterians they have turned over their schools to the Government. As the Presbyterians had a body of efficient teachers already on the ground, acclimated, experienced in the work, more or less acquainted with the native language, and possessing the confidence of the people, it was both more economical to the Government and for the best interests of the schools that they should, as far as possible, be re-employed, which was done.

Yukon River.—For years the Church Missionary Society of England has had mission stations at Fort McPherson and La Pierre House, bordering on Northeastern Alaska, and its missionaries have made occasional trips on the Upper Yukon and its tributaries.

Among the capable and energetic young men in its employ, Rev. Vincent C. Sims manifested so much interest in the people, such endurance of hardship, and such adaptation to the work, that application was made to the Board of Missions of the Protestant Episcopal Church to secure him as teacher of a Government school on the Yukon River. The society responded favorably, and selected as teachers Mr. Sims and Mr. Kirby, a young man born in that region, the son of Archdeacon

W. W. Kirby, an English missionary. Before the news of his appointment reached him, Mr. Sims died. The Rev. Octavius Parker, an Episcopal clergyman, of Oregon, was selected to succeed Mr. Sims. Mr. Parker and family removed to Saint Michael, Alaska, in 1886. This spring Rev. John H. Chapman, of the same church, has been appointed to join Mr. Parker. The school will be removed from Saint Michael, on the coast, to the valley of the Yukon.

Bethel.—During the summer of 1884 the American branch of the Moravian Church sent a commission, consisting of Rev. A. Hartman and Mr. William H. Weinland, to visit the western section of Alaska in search of a suitable location for a mission to the Eskimo.

They left San Francisco May 3, 1884, reaching the mouth of the Kuskokwim River, 4,479 miles, on the 12th of June. Leaving the steamer and hiring two three-holed bidarkas* (sea-lion skin canoes), with four natives to manage them, they ascended the river to Napaimute, 300 miles, visiting every village by the way. On the 9th of July they commenced their return to Fort Alexander, 600 miles distant, which they reached August 8, having been eight weeks in the uncomfortable boat. From Fort Alexander they returned to Unalashka by schooner, and from thence to San Francisco by steamer. The result of their exploration was the locating of a mission station 150 miles up the Kuskokwim River, near the native village of Mumtrekhlagamute. The new station was named Bethel. It was found necessary to have a special boat made for use on the river, also to purchase in San Francisco the lumber, sashes, doors, hardware, furniture, &c., for the mission buildings, to lay in a year's supply of provisions, medicines, and other necessaries, and charter a schooner to take the supplies to the mouth of the river. On the 18th day of May, 1885, the party, consisting of Rev. William H. Weinland and Rev. J. H. Killbuck (Delaware Indian), and their wives, with Mr. John Torgersen, mechanic and lay assistant, sailed from San Francisco, reaching the mouth of the Kuskokwim on the 19th of June. They at once set about the transporting of the building materials and supplies to Bethel in their small boat.

On the 10th of August the mission met with a great loss in the accidental drowning of Mr. Torgersen, who, passing aft on the deck of their little boat, slipped and fell into the river. Ropes and planks were immediately thrown to him, but, being heavily clothed, the swift current swept him under.

Rev. W. H. Weinland was appointed teacher of the Government school. He was also commissioned by the Government to establish and maintain a Signal Service station at that point.

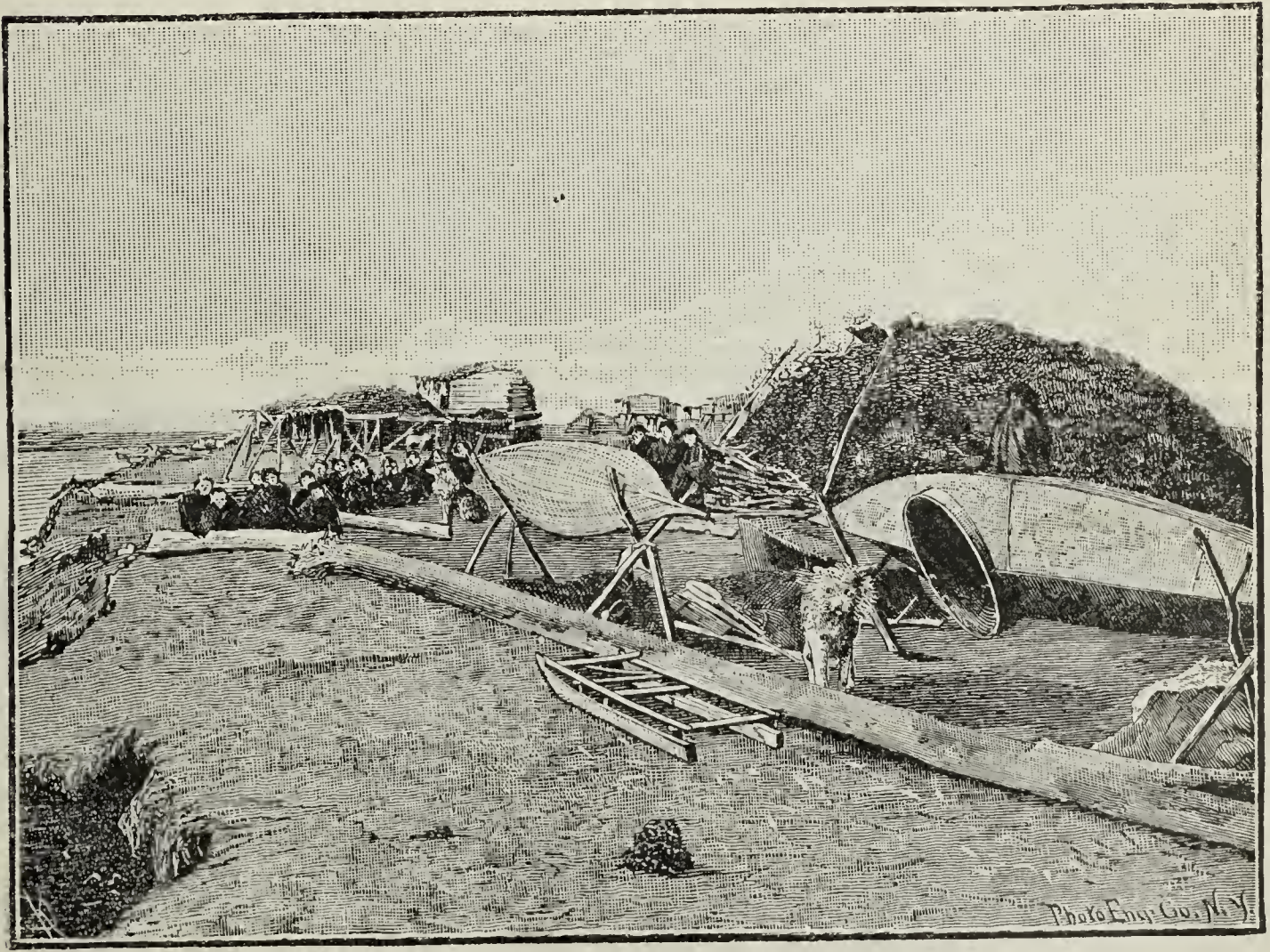
Nushagak River.—A contract has been entered into with the Moravians for the establishment of a school at Nushagak. The teachers selected are Mr. and Mrs. F. E. Wolff and Miss Mary Huber. The buildings were erected in 1886, and the teachers are now *en route* to their destination.

* See illustration.



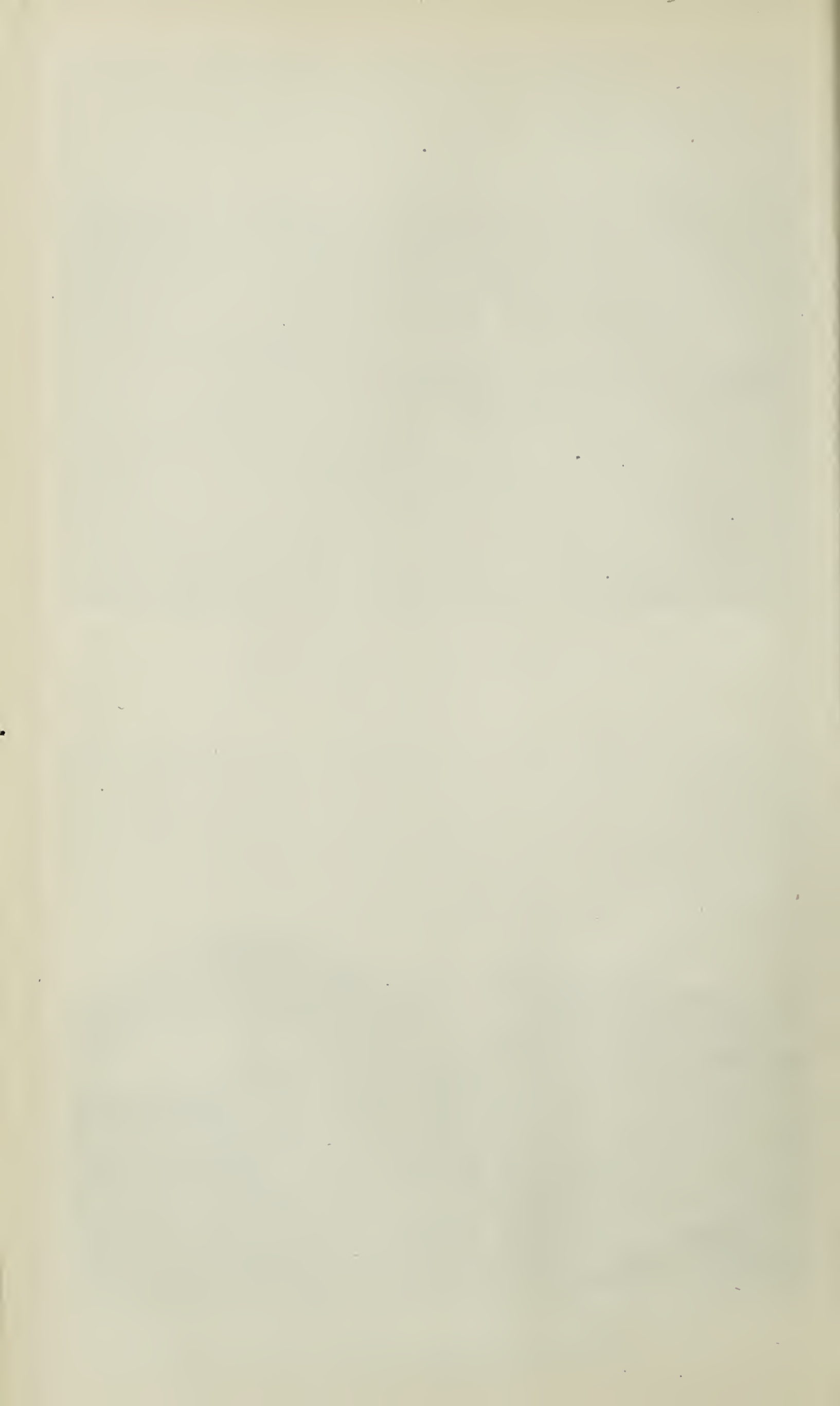
BIDARKA TRAVELLING; READY TO START.

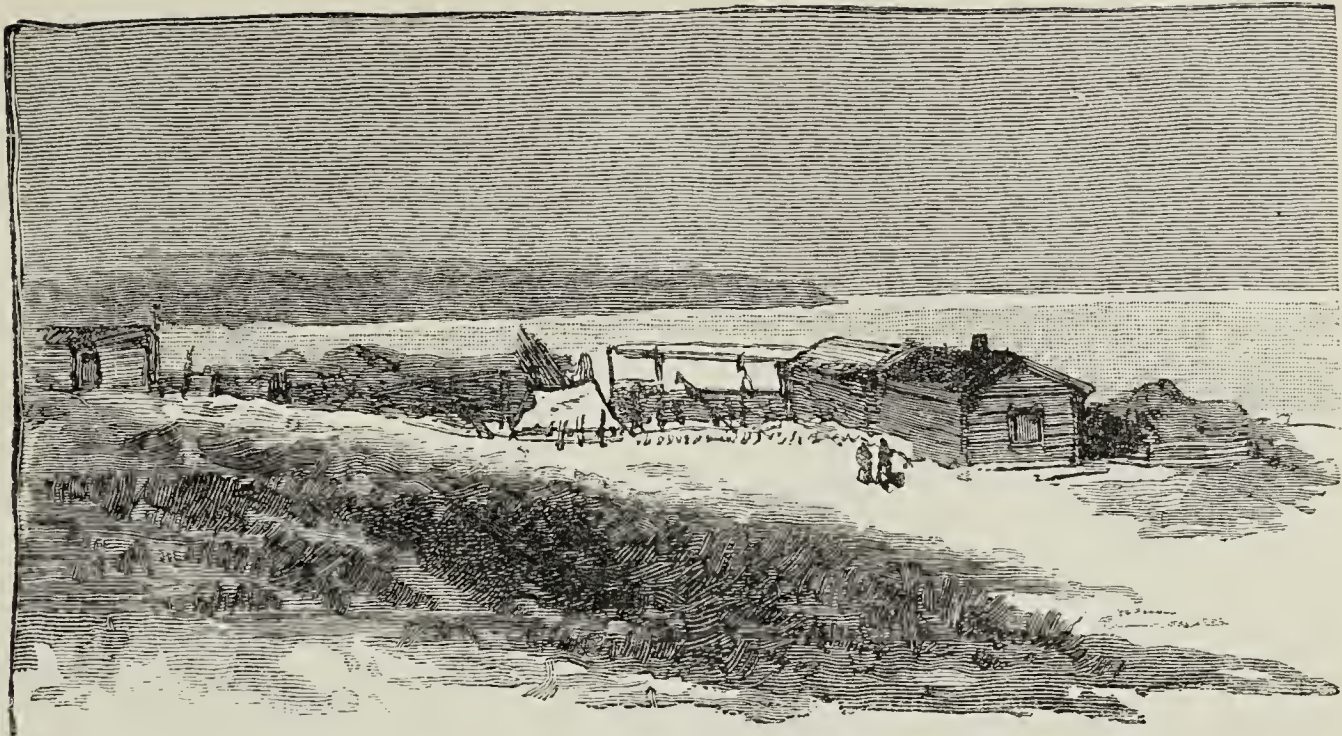
From a photograph by Messrs. Hartmann & Weinland.



ESKIMO VILLAGE, KIYACK, DOG-SLED, ETC.

From a photograph by Messrs. Hartmann & Weinland.





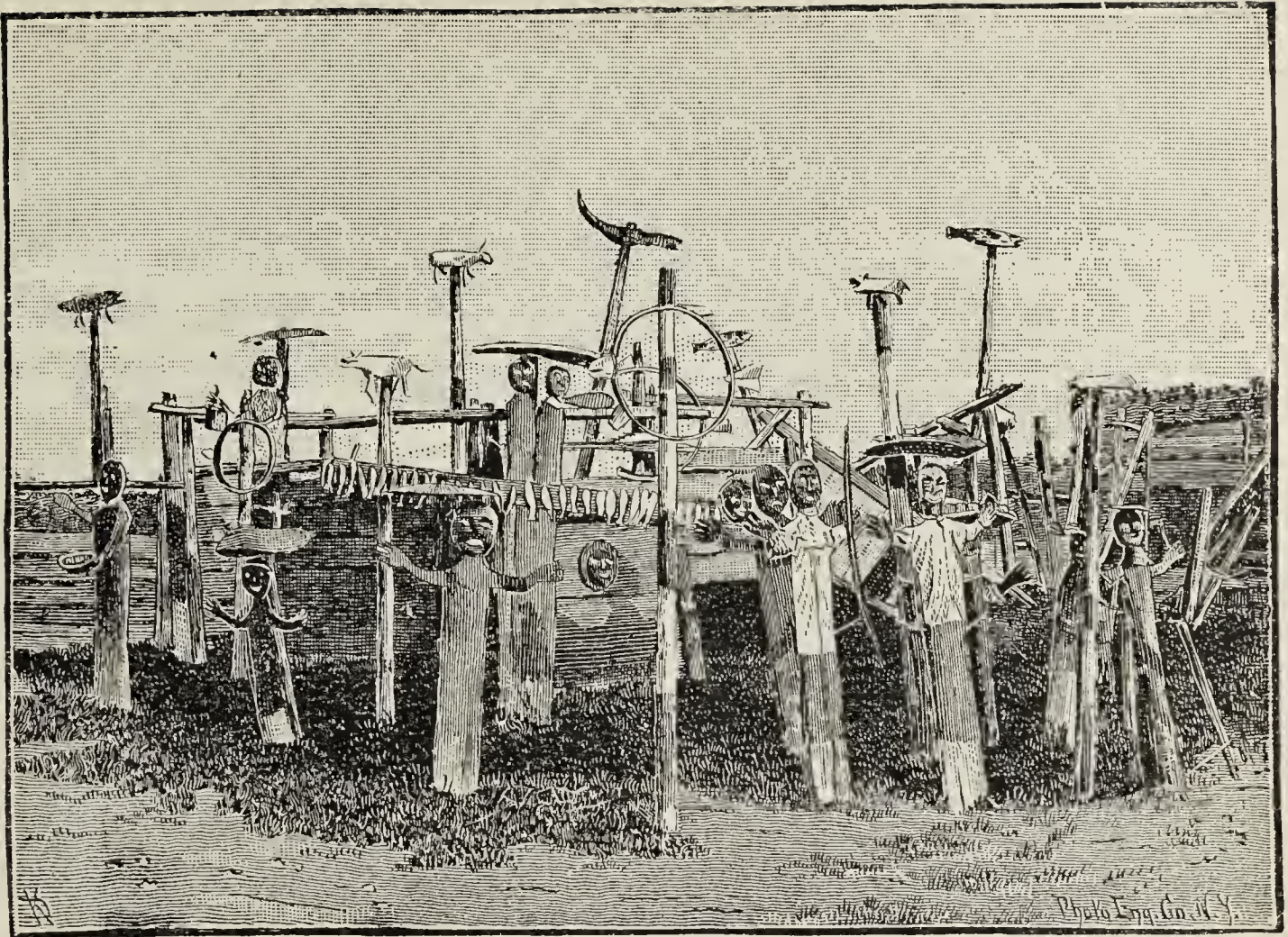
ESKIMO VILLAGE, ST. MICHAELS, ALASKA.



TRADING POST, ST. MICHAELS, ALASKA.

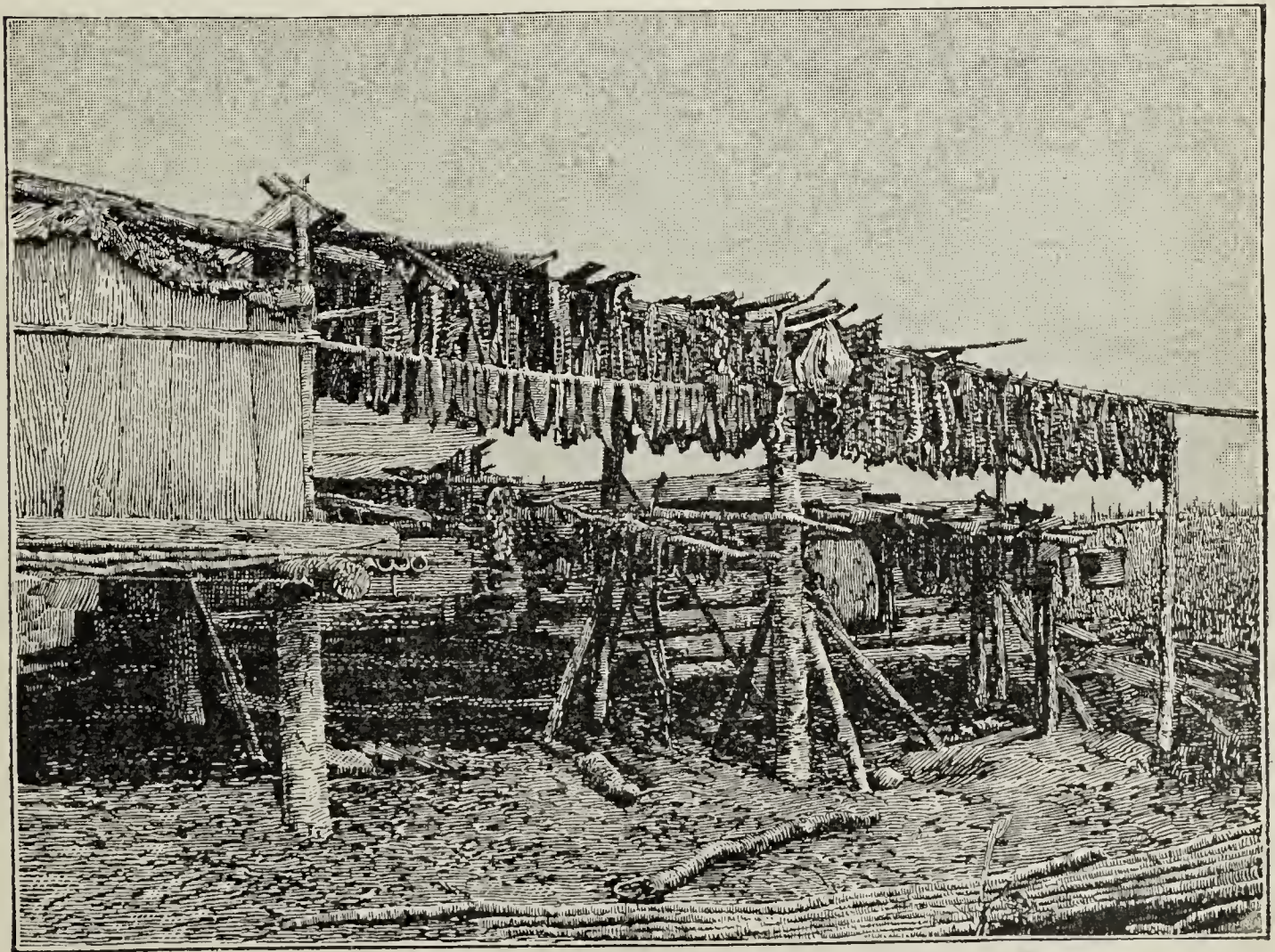
Published through the courtesy of Mrs. Frank Leslie.





ESKIMO MONUMENTS, KUSKOKWIM RIVER.

From a photograph by Messrs. Hartmann & Weinland.



FRAMES FOR DRYING FISH.

From a photograph by Messrs. Hartmann & Weinland.





Face page 197—1.

UNALASHKA, ALASKA.

Published through the courtesy of Mrs. Frank Leslie.





School House.

Greek Church.

VILLAGE ON THE ISLAND OF ST. PAUL, ALASKA.

Published through the courtesy of Mrs. Frank Leslie.

Aleutian Islands.—The principal settlement and commercial center of the Aleutian Islands is Unalashka.*

This village has a population of 14 white men and 340 Aleuts and creoles. They have a church, priest's residence, the stores, residences, warehouses, and wharves of the Alaska Commercial Company, 18 frame residences and 50 barrabaras. One-half the population can read the Aleutian language. It is the most important settlement in Western Alaska, and the commercial center of all the trade now in that region, or that shall develop in the future. It is the natural outfitting station for vessels passing between the Pacific and Arctic Oceans.

A public school, with an attendance of from 35 to 45, was kept at this village during 1885 and 1886.

Southern Alaska.—In the fall of 1886, as agent of the Bureau of Education, I chartered a schooner at Seattle, Washington Territory, to convey myself and party of teachers with their household and school supplies to Southern Alaska. The round trip consumed 104 days. Prof. John H. Carr and wife were left at Unga, on the Shumagin Islands; Prof. W. E. Roscoe and family, at Saint Paul Harbor, Kadiak; Prof. James A. Wirth and wife, at Afognak Island, and Prof. L. W. Currie and family, at Klawack, on Prince of Wales Island, and a school established at each place.

Industrial training.—Into all the public schools, with the exception of those on the Pribylov Islands, which are not under control of this Bureau, industrial exercises are being introduced as rapidly as possible. Arrangements are already provided by which the girls on two afternoons of each week shall be instructed in sewing and kitchen work, and plans are under way for a similar training of boys in the use of tools. This is but a beginning. As the purpose of the schools is to develop an intelligent and useful citizenship, they will need more and more to extend their industrial facilities. As the people make progress, catch the spirit of civilization, and come under the influences which emanate from the schools, they gradually begin to give up their old methods of living and adopt the American. This is especially the case among the native and semi-civilized population. One by one they saw out openings in the windowless walls of their houses and insert sashes and glasses. One after another purchases a cook stove. No longer content to eat off the floor out of a common iron pot, tables and dishes, knives and forks are procured. Then comes a bedstead, and the bedding is taken from the floor. Warm, comfortable store clothes take the place of the inconvenient, uncomfortable blanket. Thus slowly and gradually, through the influence of the schools, the population is raised in the scale of civilization. But all this creates a necessity for a larger income and more remunerative employments. The income that was sufficient when the family ate off the ground without dishes, cooked over a fire without a chimney, and slept on the floor under skins of wild beasts, is not sufficient to purchase cook stoves, dishes, tables, chairs,

* See illustrations.

bedsteads, &c. Therefore to create the want without enabling them to supply it is only to make them more miserable.

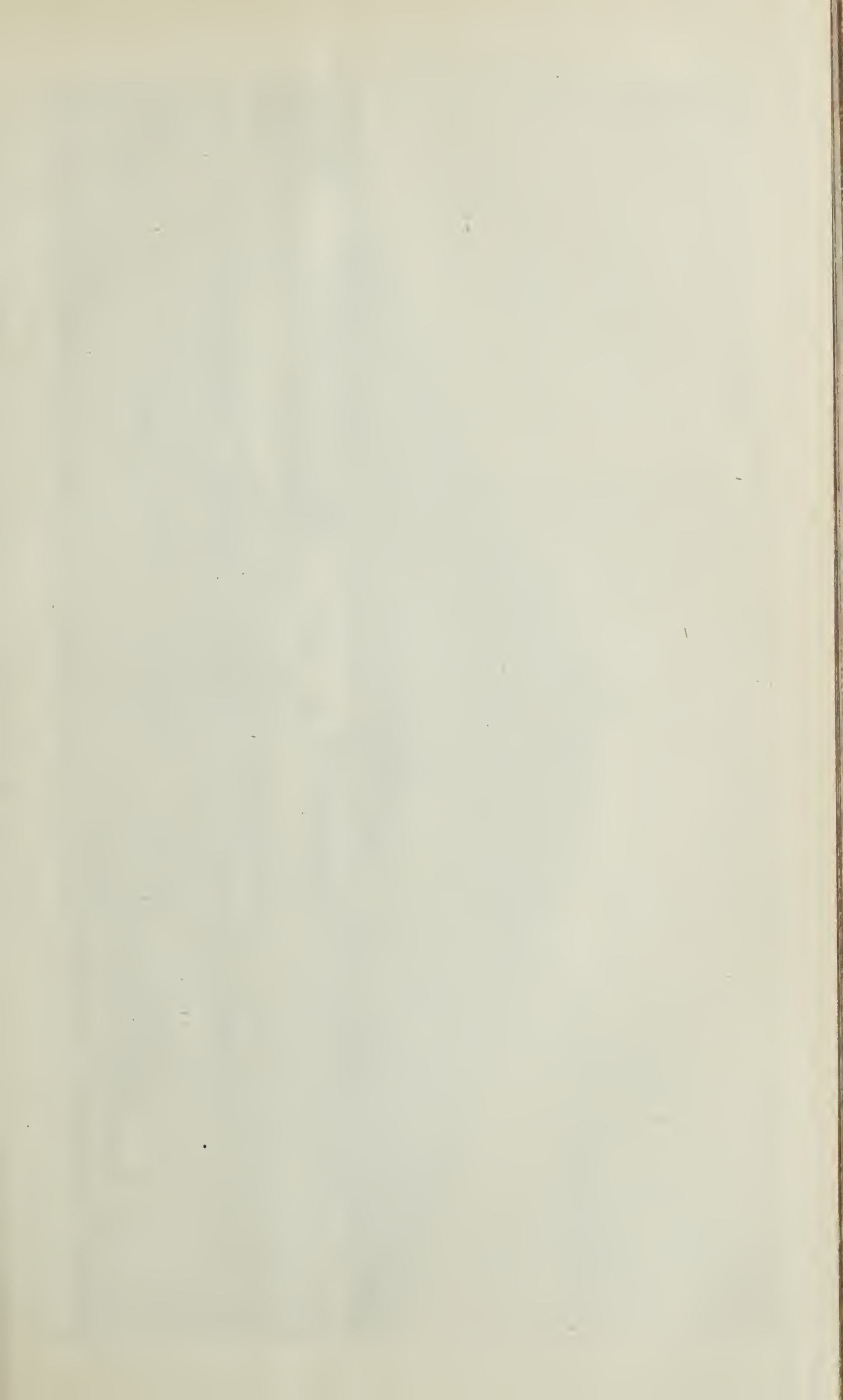
As instruction necessarily creates new wants, and is so intended by the Government, it is but proper that instruction should go farther and so train the hand that the newly created wants can be supplied. Or, in other words, the work of the Alaska school system is not only to teach reading, writing, and arithmetic, but also how to live better, how to make more money in order to live better, and how to utilize the resources of the country in order to make more money.

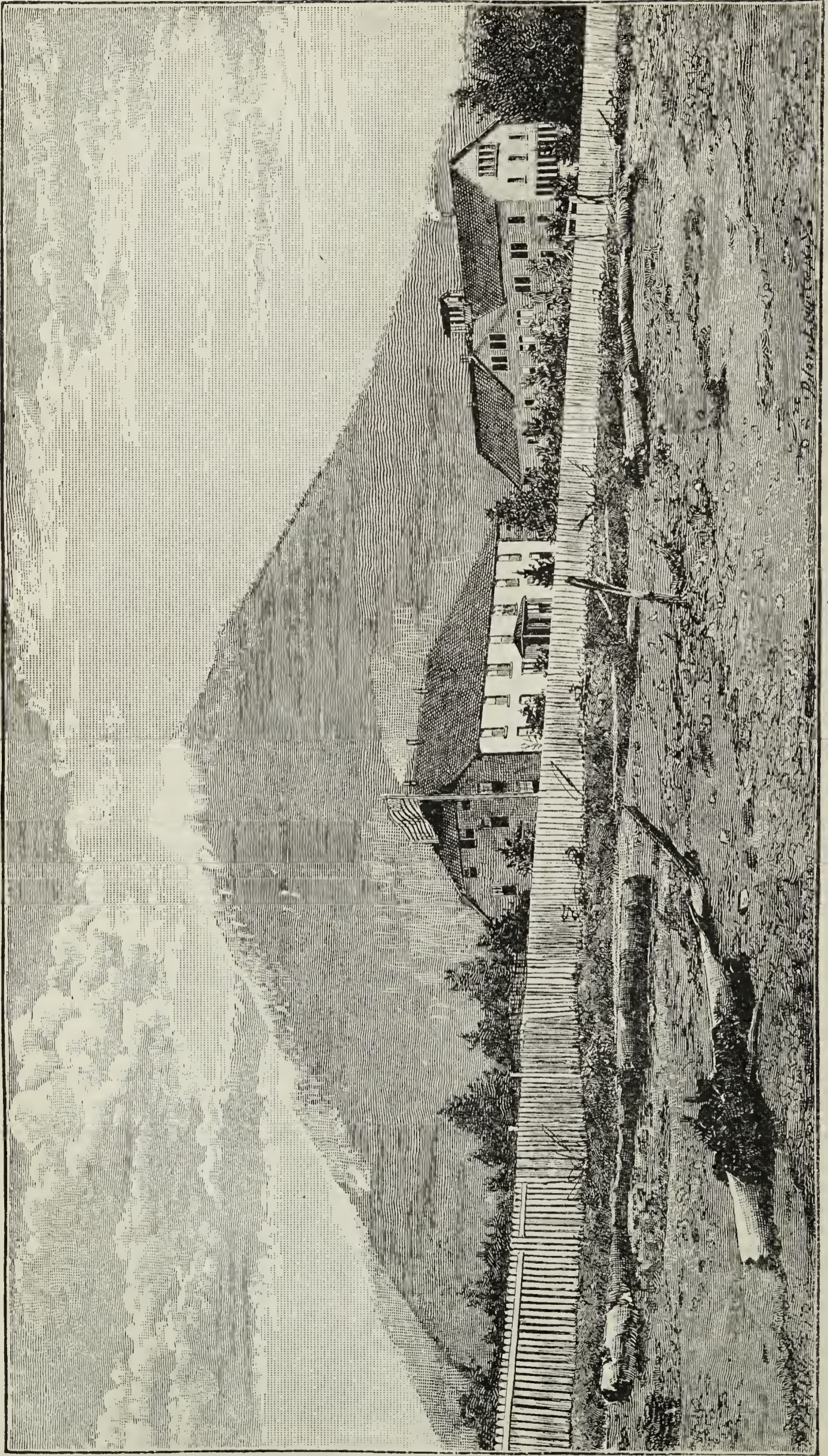
The special resources of Alaska, in addition to her fur-bearing animals, are her vast supply of fish and minerals, and in the southeastern section, great forests. There will also in the southeastern section be more and more the production of garden vegetables and the smaller fruits. Therefore, her schools should eventually teach the best methods of extracting stumps, grading and ditching land and preparing it for cultivation, the vegetables best adapted to the country and the best method of cultivating them, the berries and fruits best adapted to the climate, and how they should be treated, tree planting and drafting, the development of native fruits, also cattle, hog, and poultry raising, and butter and cheese making in regions along the warm southern coast.

The rising young men of Alaska should be taught the cutting and rafting of logs, the running of saw-mills, carpentering, coopering, furniture making, and all kinds of wood-working. To this they will take readily and naturally, for they and their fathers before them have been noted for their skill in certain mechanical arts, the manufacture of canoes, and carving wood, stone and metal with their rude, native tools.

As fish is another of the commercial commodities of the country, and one which will furnish its inhabitants with an ample and reliable means of support, the boys should be instructed in the names, habits, and commercial value of the various kinds of fish found in their waters, improved methods of taking and preparing them for market, the making and mending of nets, the management and repair of boats, rope-splicing and sail-making, swimming and naval drill, with some instructions in the tides and in the use of the compass. They should also be taught how to treat accidents, such as gunshot wounds and drowning.

The girls should be familiarized with the use of kitchen utensils and exercised in the best methods of cooking meats, fish, and vegetables, the preparation of corned, smoked, and pickled meats and fish, the drying and preserving of berries and care of winter vegetables, making yeast and baking bread, the care of milk with butter and cheese making, the proper care of storeroom and pantry, the setting, waiting upon, and clearing off tables, orderly arrangement of furniture and simple adorning of walls, cleaning and care of lamps, cutting and making of clothes, changing, mending, and patching of garments, knitting and darning of socks, practice on the sewing-machine, washing and ironing, making of lye, soft soap, starch, &c.





BUILDINGS, NATIVE TRAINING SCHOOL, SITKA, ALASKA, 1885.

From a photograph by Lieut. Barnett, U. S. N.

Moral training.—The training of the schools should be extended to the heart as well as mind and hand. In sections of Alaska the uncivilized natives are accustomed to herd in large houses, with several families occupying the same room and cooking around a common fire. Among some of these families polygamy prevails, and sometimes, not often, a woman is found with two or more husbands. The children grow up amid filth and uncleanness, accustomed to impure sights and conversation, and systematically taught to lie and steal. To them there is no wrong or disgrace in it. It is only disgraceful in being caught, as that seems to be a reflection on their skill; they should have been smarter. Nephews inherit their uncle's wives and his property as well, so that many a boy is married to a toothless old aunt. In these same homes are taught, and sometimes even yet practiced, the horrible cruelties of witchcraft.

In some of the schools nearly all the children come from such abodes; and the teacher that would be true to his mission and accomplish the most good must give prominence to moral as well as intellectual instruction. He must try to educate them out of and away from the training of their home lives. They need to be taught that both the law of God and the law of the land forbid more than one man and one woman living together as husband and wife, that each family should have a separate home, however small, that lying, stealing, and impurity of speech and behavior are alike offenses against God and man, and that these vices are not only destructive to society but a disgrace to themselves. The education demanded in Alaska is the moral, intellectual, and physical training of the people at one and the same time—the gradual uplifting of the whole man. All of this may not be attainable at once, or even ultimately in every one of the schools. But a beginning has been made in all of them, and the brightest and most promising children will be advanced into the larger training schools, where they will be taught trades and prepared to earn a competent support.

One such higher school is in existence at Sitka.

Obligatory attendance.—The schools of Alaska are established, with but two or three exceptions, among a half-civilized people. It has long been known in educational circles that the greater the ignorance and the lower the condition of parents, the less they appreciate the importance of education for their children, and the greater the need of outside pressure to oblige them to send their children regularly to school. It is of no use to establish schools if the children do not attend, and many will not attend unless it is made obligatory on them. This is true of many in enlightened communities and much more so in uncivilized ones. If Congress wisely provides school facilities for the children of Alaska, it should go further and make their attendance at those schools obligatory, for in no other way can the best results of the appropriation be secured, and in no other way can the highest interests of the children themselves be subserved.

School buildings.—On account of the small appropriation made for the commencement of schools in Alaska, it was not deemed wise to attempt much in the way of building. As a consequence, not a single Government school in Alaska owns the building it occupies, and, with but two exceptions, not a single school has a comfortable building adapted to its necessities.

Teachers.—Only those of the higher grades of certificates have been employed as permanent teachers. In some instances teachers of less skill have been employed temporarily until others can be procured.

In a few places, where they can have a home in a private family, unmarried ladies have been employed; but in the larger number of places the teacher has been a married man and accompanied by his wife. Especially is this the case in the native villages, where the school aims to lift the whole community out of its old methods into those of civilization. In such communities a well-ordered household is an object lesson of great power.

The most urgent need of the Alaska schools is a more adequate appropriation from Congress.

Summary of monthly attendance at the public schools in Alaska, 1885-'86.

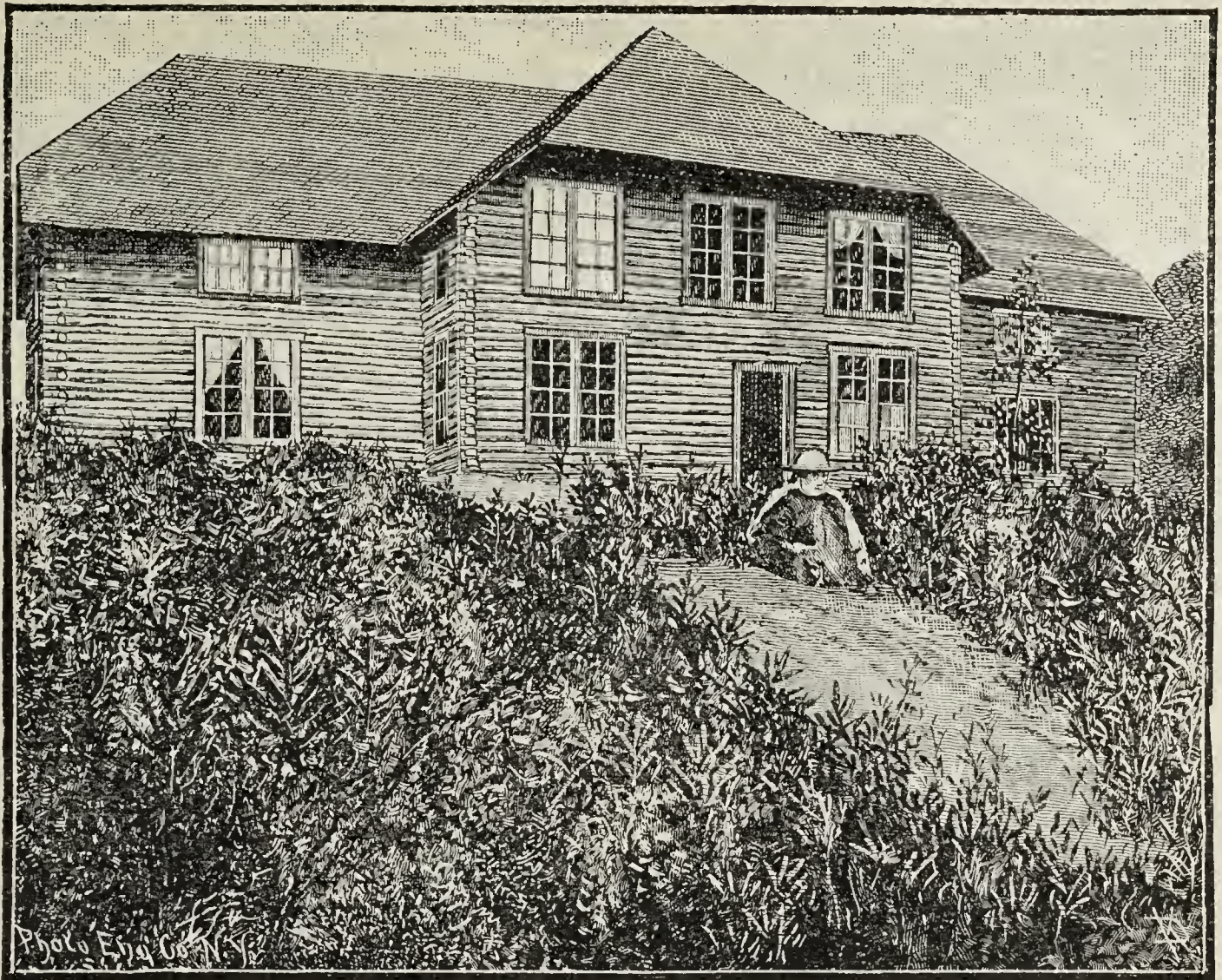
	September.	October.	November.	December.	January.	February.	March.	April.	May.	June.
Juneau	34	37	90	76	67	72	74	52	41	32
Sitka No. 1	22	26	34	31	43	44	43	37	51	46
Sitka No. 2				77	77	76	56	56	53	48
Fort Wrangell	41	53	70	69	65	67	47	35	39	33
Jackson	59	78	76	87	77	84	35	30	13	19
Haines	40	77	68	81	84	88	91	166	106	106
Unalashka		45	44	44	44	43	40	36	35	35
Hoonah	39		68	101	117	115	36			
Killisnoo						50	30	24	24	32
Port Tongas						58	58			
Totals	235	316	450	566	574	697	510	386	362	351

Prof. GEORGE E. LITTLE, of Washington, D. C., made some remarks on the cultivation of manual dexterity, which he illustrated by work on the black-board.

The PRESIDENT: I think this closes the work of the convention, and I wish to say in conclusion that as chairman I feel under special obligations to my associate officers, the local committee in Washington, and to the members of the convention for the way in which they have supported me in conducting this convention since its organization. In many respects I trust the meeting has been profitable. As your presiding officer I have tried to discharge my duty faithfully and conscientiously, and now I wish to thank you most cordially and warmly for your support.

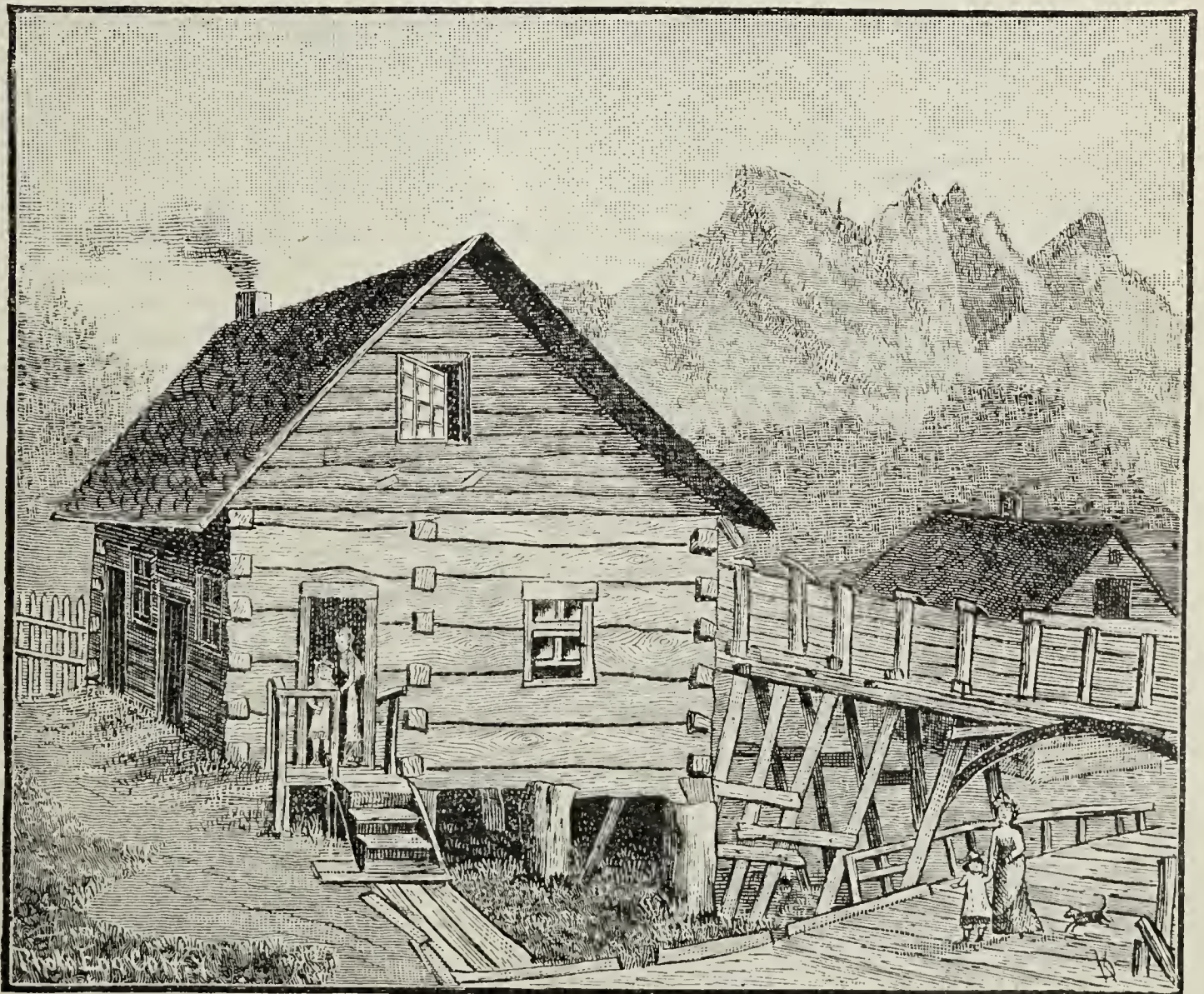
The convention then adjourned to meet again in Chicago with the general association of which it is a department.





BUILDING USED BY UNITED STATES PUBLIC SCHOOL, HAINES, ALASKA.

From a photograph by Rev. E. S. Willard.



BUILDING USED BY UNITED STATES PUBLIC SCHOOL, SITKA, ALASKA.

From a sketch by Mr. Salomon Ripinsky.

REPORT

OF THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDING JUNE 30, 1888.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1888.

¶ The annual report for 1886-'87 was completed, and that for the present fiscal year (1887-'88) begun much earlier than has been practicable heretofore. The extra edition of the report of 1885-'86, received from the printer during the present year, has been distributed. The report for 1886-'87 is entirely in type, and copies of the same will be available for distribution in a short time.

The report on Indian education, finished by Miss Fletcher last year, has been printed, and the second volume of another, relating to art and industry, has also been printed in part.

Three circulars of information have also been issued, and three monographs on the early history of education in Virginia, the Carolinas, and Georgia have been prepared and are ready for the press. Additional numbers of this series, covering the Western and Northwestern States, are in course of preparation.

The publications of the office have received many warm commendations. The contributions to American educational history have also been received with much favor both at home and abroad by teachers, school officers, and the general public.

The Commissioner reports that the condition of public and private education during the year shows a normal increase, particularly in the Southern States. More than 12,000,000 pupils were enrolled in the public schools, and of these about 8,000,000 were in average daily attendance.

The Centennial Exposition of the Ohio Valley and Central States, which opened July 4 of this year, contains, as part of the display made by this Department, an assortment of material from the library and museum of the Bureau of Education, which has been favorably mentioned in several descriptions of the collection.

The proposed removal of the Bureau of Education to the Pension Office Building caused me to examine the work and needs of this office with more than ordinary care. I think its value and usefulness have been rather depreciated than otherwise in general estimation. Its library and museum are interesting and extensive, and are inadequately shelved and stored in the present quarters. To remove it to the Pension Office Building, as was proposed, would be equivalent to a suspension of its efficiency until that Bureau shall be much reduced. If the Bureau is to be preserved, it would be wise to erect a fire-proof building of moderate cost, somewhat similar in arrangement to the new building for the library and museum of the Surgeon-General's Office. The work of this Bureau is highly esteemed by all competent educationists, both in this country and abroad, and it deserves the discriminating and cordial support of Congress.

OPERATIONS IN ALASKA.

The public schools in Alaska, controlled by this Department under the provisions of the act of Congress approved May 17, 1884, have apparently

made as much progress as the appropriations for their support would allow. Of the thirty-eight schools conducted in this Territory during the year, fifteen were supported by appropriations of the General Government, fifteen by the Russian Church, six by other religious societies, and two by the Alaska Commercial Company. The attendance on these is reported at over 1,800, of which 1,261 attended the Government schools. Several school-houses have been built, and others have been repaired.

The recommendations made by my predecessor and the Commissioner of Indian Affairs that the supervision and management of all schools supported by the General Government in Alaska be vested in the Bureau of Education, have been adopted by Congress.

The interesting colony of 1,200 civilized and Christian natives, who removed to Annette Island from Metlakahtla, British Columbia, in the fall of 1887, has made remarkable progress in the preparation of its new home. These people have built dwellings, school-houses, a church, and a saw-mill during the year, and bid fair to become an important element in the industrial and social development of the Territory, under the teachings of a worthy leader, Mr. William Duncan.

The regulations for the government of the public schools approved by my predecessor have, in general, worked satisfactorily, though a few changes of detail have been found necessary. Two persons, to be selected by the Commissioner of Education and approved by this Department, are added to the Territorial board. All schools, whether private or denominational, that receive any aid from the Government are made subject to official inspection by said board as to the discipline, teaching, diet, lodging, and clothing of their pupils. The public schools directly managed by the board must conform to its directions as regards courses of study and amount and kind of industrial training. Corporal punishment is forbidden, save in moderation, and only in extreme cases, and any abuse by a teacher in this matter is punishable by removal and loss of pay. All action taken by the Territorial board are subject to the approval of the Commissioner of Education.

The Commissioner appeals for increased appropriations in behalf of education in Alaska, both on account of our treaty obligations to the inhabitants, and on account of the considerable revenue derived by the Government from the proceeds of the seal fisheries.

I also invite favorable attention to the recommendation as to the propriety of having suitable text-books prepared for the use of these schools; the officials of the Indian Office made a similar recommendation as to text-books for Indian schools.

The Territories are peculiarly interested in the honest and efficient disposition of the public lands in accordance with the spirit of the laws; and it is gratifying to learn that from most of them approbation is expressed of the efforts of the Department to put the public lands to the uses of genuine settlement and improvement. In many of the Territories irrigation is of great consequence, and the views which I have expressed in an earlier part of the report find confirmation in the information received.

As the best presentation of the condition of these political communities, I subjoin copious summaries of the reports of the respective governors. The statements and recommendations are theirs.

ALASKA.

A further and more complete investigation of the resources of this hitherto almost unknown country has convinced Governor Swineford that in his previous reports he has not overstated their value.

No census of Alaska has been made, but the governor estimates the population as follows: Whites, 6,500; Creoles, 1,900; Aleuts, 2,950; civilized natives, 3,500; uncivilized natives, 35,000, or a total of 49,850. The data from which this estimate is made seem reliable and reasonably accurate. The town of Juneau has doubled during the past year.

No taxes being levied in Alaska, there has never been any assessment of property there, and it is consequently very difficult to form any estimate of the amount of real and personal property in this far-off possession of the United States. It is placed in this annual report at \$25,000,000, excluding the enormous business of the Alaska Commercial Company on the Seal Islands.

In this connection it should be borne in mind that, with the exception of a few titles confirmed in employés of the Russian-American Company, all the lands in Alaska are public, there being no method of obtaining title to any other than mineral claims. The general land laws do not apply to Alaska, and hundreds of thousands of dollars have been expended in improvements upon land to which the owners have no title, but are mere squatters. This is true of the towns, the fishing stations, and of the great canneries, and of course acts as a serious bar to the progress of the Territory.

Agriculture can not flourish until title to the land can be acquired, and it is in fact not beyond the garden stage, although the governor says:

There is not only a large acreage of rich tillable lands in the Territory, with a climate not at all inimical to the successful cultivation of all the hardier vegetables, but in many localities, particularly along the coast to the northwest of Sitka, on Cook's Inlet, and many of the islands, all the cereals except corn can be grown to perfection.

With the advance of mining and the great increase of laborers engaged in it, there will come a demand for all the produce that can be

raised in Alaska, and from this may be expected rapid agricultural development. While stock-raising and wool-growing may be profitably carried on in the future upon the great stretches of grazing land bearing luxuriant growth of blue-joint, red-top, and other wild grasses along the coast, unquestionably the mines and mineral resources of Alaska promise the greatest growth and profit.

The value of the seal catch and the fisheries is established and has long been known, but mining in Alaska seems yet to be in its infancy. During the past year considerable progress has been made; the great stamp mill on Douglas Island now has 240 stamps in operation, and it is the largest mill of the kind in the world, and its output is at least \$150,000 a month. The ore at this mine is improving and four undeveloped claims on this island recently sold to eastern and European capitalists for \$1,500,000. At numerous other points stamp mills are erected or in contemplation, mines are being opened and new discoveries made of promising ore beds.

Little reliable information of the placer mining in the Upper Yukon region has been obtained, but from time to time bands of miners come down to the sea with bags of gold dust and sail away. Other placer regions are reported, with the customary stampede to them of men seeking fortunes, but little is known of these. Other minerals than the precious ores are found, as graphite, copper, and iron, and the governor says:

I am of the candid opinion that future research will reveal the occurrence in Alaska of almost every known mineral.

Coal seems to abound in great varieties almost everywhere in the explored parts of the Territory. During the last year cannel coal was found, and on being subjected to various tests proved to be of the finest quality. The U. S. steamer *Thetis* replenished her bunkers from a vein of coal which measured 32 feet in thickness, and while on a cruise with this vessel the governor saw all along the coast coal veins from 1 to 15 feet thick. He thinks that "there is coal enough, of the best quality, in Alaska to supply the whole United States for centuries."

Although there are extensive forests in the Territory, the local consumption of lumber is not met by the few saw-mills, and until there is some means of acquiring title to the land, little will be done in the lumber business.

The value of the product "of one year's fishing in Alaska waters" is \$4,000,000 at a low estimate. During the past year the salmon pack is estimated at 400,000 cases, with 15,000 barrels of salted fish, and 6,000,000 pounds of cod were caught. Over forty whaling vessels plied their trade during the past summer along the shores of Alaska, and the cod fleet is large.

It is worthy of note that in the schools of the Greco-Russian Church, supported (as are their churches) by the Russian Government at an annual cost of \$60,000, English is taught. The annual report con-

tains the following conservative estimate of the market value of Alaskan products for the year:

Furs.....	\$3,000,000
Fish, oil, bone, and ivory.....	4,000,000
Gold (bullion and dust).....	2,000,000
Silver.....	50,000
Lumber.....	50,000
Total.....	<u>9,100,000</u>

Upon the necessity for some legislation to remove Alaska from her present anomalous and helpless condition Governor Swineford writes eloquently and forcibly, and his report should be accorded a careful reading and due consideration. He commends as bettering their condition the bill now pending in Congress for the organization of the Territory, and he urges its passage at once.

ARIZONA.

The governor reports that "the general progress and development of the Territory and the steady growth of all its varied material interests have been gratifying." A census was taken in 1882, showing a population of about 83,000 in the Territory, which was an increase of 100 per cent. over the census of 1880. This increase has been steadily maintained since 1882, and settlement is of a permanent character, insuring the safety of life and property and the supremacy of law and order.

In 1876 the taxable property of Arizona amounted to \$1,400,000, and during the past ten years it has augmented \$24,200,000. A noticeable increase of 33 per cent. has occurred in the taxable value of cattle in the past two years. The aggregate value of taxable property in the Territory is estimated at \$75,000,000, the assessment rolls showing about one-third of this. The governor commends the policy of economy encouraged by the last Territorial legislature, which has reduced the rate of taxation and raised the value of Territorial securities.

During the past fiscal year 295,841 acres of public lands were entered at the United States land office at Tucson, where the governor states business is somewhat delayed, owing to the limited clerical force.

The mileage of the Southern Pacific and Atlantic and Pacific, with some shorter lines in Arizona, aggregates 1,050 miles, but there is great need of north and south roads and further railroad development to open up remote sections with great undeveloped resources.

Upon the rare fertility of the soil and the possibility of the agricultural development of Arizona under proper and extensive systems of irrigation, the governor dwells at length, and he refers to most interesting discoveries which have been made during the past year of ancient water-ways and vast populations which sustained themselves in pre-historic times in the Salt River Valley by means of agriculture with irrigation. It appears that 300,000 persons at one time must have supported themselves here in this way. In this particular section at the

present time there are over 200 miles of irrigating canals constructed, and 100 miles projected or partially completed. This only exemplifies what will be done all over the Territory.

Under the success which has followed farming by irrigation, the products of the temperate zone and semi-tropical fruits have been brought to the highest perfection in both the north and south of Arizona. Alfalfa has proved a particularly profitable crop here, yielding from 4 to 10 tons per acre. It is surprising to one who has always regarded Arizona as a desert to read the glowing accounts of horticultural successes in that State. Strawberries, raspberries, blackberries, peaches rivaling those of Delaware, apples excelling those of Oregon, better oranges, limes, and lemons than those of California; dates that flourish as though upon their native soil of Arabia; olives, nectarines, almonds, peanuts, plums, prunes, figs, and pomegranates, all appear in the list of Arizona's products. The luxuriance of the vines and the abundance of grapes have led to the manufacture of wine which, it is claimed, with proper care in the manufacturing, will equal the best imported sherry. The freedom from fogs or rains at the season when drying is carried on has induced the production of raisins, and it appears that the fame of southern California as a fruit-growing region will soon be contested by the supposed desert of Arizona. The certainty of crops under irrigation and the great yield insure the husbandman his profits. But, as the governor points out, all this depends upon a proper system of water storage, conducted on an extensive scale, and he notes with pleasure the disposition of Congress to take action upon this great question.

The mild climate and the extensive ranges of Arizona have made stock raising a profitable industry, with a low percentage of loss; and here, as in the other Territories, greater attention is being paid to fine breeds, and much blooded stock is imported.

The rise in the price of copper during the past year has stimulated the production of this metal, and has caused the renewal of work at many disused mines. The value of the gold and silver product for the past year was \$5,771,555.

Near the center of Arizona is a great tract of timber land, over 6,000,000 acres in extent, which, owing to its remoteness from transportation facilities, has hardly been touched; and the lumber business of the Territory is not yet even in its infancy.

With the progress of education in the Territory the governor appears to be well satisfied. He urges that it would be economical for the Federal Government to construct a public building in Arizona for the accommodation of the executive, judicial, and legislative branches and also for the land officials and any other officers that might be there, as the present cost of their rents to the Government is now annually \$15,000.

He renews his recommendations that the appropriations for clerical force for the legislature be increased and that the survey of the public

lands of the Territory be extended, and he expresses his disapprobation of the bills now pending in Congress to transfer the adjustment of private land claims to a special court created for that purpose; upon what grounds it does not satisfactorily appear, as he says:

The early settlement of these grants is in every way desirable, in order that such claims, if any there be, as are just may be confirmed and such as are fraudulent may be rejected, and the honest settler who in good faith located upon and paid the Government for his land may peacefully enjoy the same.

DAKOTA.

The large area of this Territory and the drift of population westward combine to render the figures of its increase from about 135,000 in 1880 to over 600,000, as now estimated, apparently unprecedented in a single Territory. Two-thirds of the present population are natives, and a majority of the foreign born population is of Scandinavian origin.

During the past fiscal year there have been entered 1,838,142 acres of public land, and title acquired by final proof or otherwise to 1,616,650 acres more. In addition to this the sales of land to settlers by the Northern Pacific Railroad Company and by private owners have been large.

The assessment roll of the Territory aggregates \$161,420,974 for 1888, not including railroad property with a valuation of \$40,000,000 as it is taxed upon gross earnings. The governor places the actual wealth of the Territory at \$320,000,000 as a moderate estimate. The bonded indebtedness is \$1,098,800, bearing interest at from 4 to 6 per cent. The average tax levy for 1888 is 3 mills. An examination of the assessment rolls proves the remarkable and continuous growth of the Territory since 1880; for instance, the value of taxable land in 1880 was about \$9,000,000, in 1888 it was over \$91,000,000; of moneys and credits in 1880, \$745,000; in 1888, \$2,227,000.

In 1887 716 miles of new railway were built and in 1888 126 miles, making the total mileage of the Territory 4,333 miles, which is exceeded by only thirteen of the States. In addition to this, 190 miles of road have been graded.

The Territorial statistician shows that in 1887 62,553,499 bushels of wheat were raised; an amount much greater than the product of this cereal in any State. This is not surprising when the finest wheat can be raised in the Territory for an average of cost of 36 cents per bushel. The total in bushels of the following grains was: oats, 43,267,478; corn, 24,511,726; barley, 6,400,568; and flax, 3,910,944.

The governor remarks with satisfaction upon the growing tendency toward diversified farming, instead of relying as formerly wholly upon wheat raising. With such production the field for labor is large and capable laborers have no difficulty in finding employment at good wages. This opportunity to get work, combined with the great area of fertile tillable land still open to entry and settlement, makes Dakota the refuge of the home-seeker and farmer with but little capital other than

his two hands. And that this will remain so for many years to come is apparent, when it is considered that in addition to 22,000,000 acres of vacant public land open to settlement there are 27,000,000 acres of land in Dakota within the reservations of the Indian tribes, which will sooner or later be opened.

The growing attention paid to stock of all kinds presages the use to which the abundant and highly nutritious native grasses will be put. During the past year an average of 2,000 head of thoroughbred and improved stock has been brought into the Territory every month, and we can not question that, having passed through the single-crop stage, Dakota, like other Western communities, will become a great stock-raising State. Cattle from the Dakota ranges brought the highest prices in the Chicago market in September of this year. Sheep flourish among the hills west of the Missouri River, and creameries are in operation in the eastern half of the Territory.

The mines of the Black Hills of Dakota are attracting new interest after some years of comparative quiet.

The board of education for Dakota reports that "during no year of our entire educational history has so great an advance been made in all that pertains to the real work of education, no matter in what line considered."

Interest and principal of school bonds are promptly paid, and they command good prices. Institutes have been enlarged and, with the normal schools and normal departments in other educational institutions, teachers' associations and other plans in operation, have been very effective in raising the standard and qualifications of teachers throughout the Territory.

The lands set aside for school purposes in the future State of Dakota are estimated to be worth \$18,000,000, from which no revenue can now be derived. An income of 5 per cent. on this amount would pay one-half of the total annual expenditures for schools in Dakota. Some of the lands, it appears, are depreciated in value by trespassers and want of proper care. On this subject the Board of Education says:

A small income now from the school lands will be far more helpful to them than four times the amount ten years hence. We would, therefore, respectfully urge that immediate steps be taken to prevent further waste of the school lands and to give the people of the Territory some present benefit from them.

A list of various educational and humane institutions of the Territory shows that it is not behind the States in interest in these fields. They are as follows:

Name.	Location.	Name.	Location.
Dakota School of Mines.....	Rapid City.	Spearfish Normal School	Spearfish.
University of Dakota	Vermillion.	Dakota School for Deaf-Mutes.....	Sioux Falls.
University of North Dakota.....	Grand Forks	Reform School*	Plankington.
Dakota Agricultural College.....	Brookings.	Yankton Insane Asylum	Yankton.
State Normal School	Madison.	North Dakota Hospital for Insane.	Jamestown.

* Established 1888.

U. S. BUREAU OF EDUCATION.

REPORT

OF THE

GENERAL AGENT OF EDUCATION IN ALASKA

FOR

THE YEAR 1888-89.

REPRINTED FROM THE REPORT OF THE COMMISSIONER
OF EDUCATION FOR 1888-89.

SHELDON JACKSON,
GENERAL AGENT.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1891.

CHAPTER XXIV.

REPORT OF THE GENERAL AGENT OF EDUCATION FOR ALASKA TO THE TERRITORIAL BOARD.

LETTER TRANSMITTING THE REPORT OF THE GENERAL AGENT TO THE COMMISSIONER
OF EDUCATION.

TERRITORIAL BOARD OF EDUCATION.

Sitka, Alaska, December 16, 1889.

SIR: The Territorial board of education in Alaska has the honor of transmitting to you the annual report for 1888-89 of the general agent of education in Alaska, with the following recommendations:

First. That the Territorial board be authorized to appoint at their discretion local school committees, and that the present methods be so changed that the local and incidental expenses of the schools can be audited by the local committees, and that salary vouchers can be paid upon the certification of the general agent, or, in his absence, of the district superintendent, that the service has been rendered according to the agreement.

Second. That the United States Commissioner of Education be recommended to contract with some missionary society for the establishment of a boarding school at Point Hope, Alaska.

Third. The Territorial board of education, at their session August 30, 1889, having recommended the appointment of a district superintendent for the Sitka district, do hereby recommend to the United States Commissioner of Education as a suitable person for that position the name of the Hon. James Sheakley, United States commissioner at Fort Wrangell, and a member of this board. And the board further recommends that his salary be \$400 per annum, together with necessary traveling expenses.

Fourth. The Territorial board of education, considering it important that the general agent should visit San Francisco and Washington for the furtherance of Alaska educational and other interests, do hereby request of the United States Commissioner of Education that his necessary traveling expenses be allowed.

Fifth. That the United States Commissioner of Education be recommended to contract with the Moravians for the establishment of a school at Togiak, Alaska.

Sixth. That the United States Commissioner of Education be recommended to establish schools and erect school buildings at Belkofsky, Yakutat, Prince William Sound, and some point on Cook's Inlet, to be hereafter selected.

By order of the board.

LYMAN E. KNAPP,
President.

SHELDON JACKSON,
Secretary.

Hon. W. T. HARRIS,
United States Commissioner of Education.

REPORT.

DEPARTMENT OF THE INTERIOR, U. S. BUREAU OF EDUCATION,
OFFICE OF GENERAL AGENT OF EDUCATION,
Sitka, Alaska, June 30, 1889.

To the TERRITORIAL BOARD OF EDUCATION:

SIRS: I have the honor of submitting the following report of the schools of Alaska for the year ending June 30, 1889:

There are in the district of Alaska fourteen day schools supported wholly by the Government, four boarding schools aided by the Government, and a number of mission schools carried on by different religious organizations.

From one of the public schools (Unga) no report has been received. The other thirteen report a total enrollment of 1,040 pupils.

From two of the contract schools no reports have been received. The other two report a total enrollment of 195.

No reports have been received from the mission schools.

It is estimated that there are 1,500 children in the schools of Alaska. The total population under twenty-one years of age is estimated at 12,000.

GOVERNMENT DAY SCHOOLS.

In the Unalaska district there is but one public school, that of Unga.

This promising school has been without a teacher for the past year.

On the 26th of May, 1888, Mr. W. A. Baker, of New Bethlehem, Pa., was appointed teacher at Unga. On the 30th of June, 1888, Mr. Baker having declined to accept, Mr. John A. Tuck, of Middleton, Conn., was appointed in his place. By the time Professor Tuck received notice of his appointment it was too late to reach San Francisco in time to take the last boat of the season for Unga.

Kodiak district.

In the Kodiak district are situated the two schools of Kodiak and Afognak.

Kodiak.—W. E. Roscoe, teacher. Total enrollment, sixty-eight. The average attendance is much larger than the preceding year and with the more regular attendance has come an increased interest in their studies on the part of the pupils.

The school is graded in accordance with the California system.

Professor Roscoe has availed himself of the preference of the children for the study of geography to combine with it lessons in language, writing, and spelling.

Frequent talks are had concerning different countries, their natural phenomena, products, people, customs, etc.

Sentence building is carefully taught from the first to the fourth reader, and the improvement in language is very rapid.

Object and picture lessons are in daily use. Spelling down and recitations are occasional amusements.

This school, like all the others, greatly needs a set of good wall maps.

It also needs a suitable school building, the erection of which has been recommended by the Territorial board of education.

Afognak.—James A. Wirth, teacher. This school has doubled, and during some months trebled the average attendance of the corresponding months of last year.

The total enrollment has increased from twenty-four to fifty-five. If the schoolroom had been larger and more comfortable there would have been a much larger increase.

Some of the boys have made such progress that they can carry on any ordinary conversation in English. This obviates the further use of the Russian and Aleut languages by the teacher.

The great drawback to the school has been the want of a comfortable room for school purposes. During the coming year I trust this difficulty may be obviated, as steps are being taken for the erection of a school building.

We greatly regret to announce that, owing to the state of his wife's health, Professor Wirth has felt compelled to tender his resignation.

By his ability as a teacher, his knowledge of the languages of the people, his tact and patience, he has overcome many of the difficulties incident to the establishment of a school in a region so remote that it has but two or three chance mails during the year, and among a people who have not yet learned to appreciate the advantages of an education. With absolutely no help from the parents, he has created such an interest among the pupils that they have attended school from the love of it.

Sitka district.

Haines.—F. F. White, teacher. Total enrollment, 128. An unusual number of heathen feasts during the winter greatly interfered with the regularity of the attendance.

It is to be hoped that the Missionary Society of the Presbyterian Church, which has good buildings at Haines, will send a missionary there at an early date. A Government teacher and a missionary working together in the large Chilkat tribe would be of great assistance to one another. The Presbyterian Board of Home Missions has given the Government the free use of their school building.

Juneau No. 1.—Miss Rhoda A. Lee, teacher. The present has been the most successful year in the history of the school. The total enrollment increased from twenty-five to thirty-six, and the average attendance from nineteen to twenty-three.

Juneau No. 2.—Miss Alice R. Hill, teacher. The total enrollment of the school decreased from sixty-seven last year to fifty-eight this. The average attendance, however, increased from twenty-seven to thirty-three. The pupils that were the most regular in their attendance and made the greatest advancement in their studies were those connected with the excellent mission home conducted by Rev. E. S. Willard and helpers. Juneau will soon need an additional building.

Dougllass City.—Mrs. Anna Moore, teacher. The enrollment numbers ninety-four as against sixty-seven for 1887-88.

The progress of the school has been more or less hindered by race prejudices.

As by far the largest attendance was by native children, the whites petitioned for a separate school for their own children. As the appropriation was too small and the number of white children too few to justify the expense of an additional teacher, an arrangement was effected and instructions issued for the white children to attend school in the forenoon and the native children in the afternoon, thus having two separate schools with but one teacher.

This did not prove a very great success (the average attendance of white children being six and a fraction), and the Territorial board of education has recommended for the coming year two teachers.

During the summer of 1888 the Society of Friends erected a good school building, the use of which has been kindly furnished the Government without cost.

Killisnoo.—Miss May Ransom, teacher. This school has moved along quietly during the year. Owing to the financial difficulties of the Fish Oil Works fewer families have remained in the place, and the consequent attendance at school has decreased.

Sitka No. 1.—Miss Mary Desha, Mr. Andrew Kashevarof, and Miss Cassia Patton, teachers. Miss Desha taught from September to January, when, receiving an appointment in the Pension Office, she resigned and removed to Washington.

Miss Cassia Patton, of Cochran, Pa., was appointed to succeed her. Mr. Andrew Kashevarof was employed from the middle of January until Miss Patton's arrival, the middle of February. Total enrollment for the year, sixty-seven. The success of the school during the year has been most gratifying to the parents of the pupils and to the friends of education generally.

Sitka No. 2.—Miss Virginia Pakle, teacher. Total enrollment, fifty-one. With an obligatory-attendance law properly enforced the enrollment ought to be 100 or more.

During the year a plain but substantial and pleasant school building has been erected at an expense of \$1,400.

Wrangel.—Miss Lyda McAvoy Thomas, teacher. Total enrollment, ninety. This model school continues to improve year by year.

Klawack.—Rev. L. W. Currie and Mrs. M. V. Currie, teachers,

The school year opened with sorrow in the death of Mr. Currie, who was the first and only teacher the school had ever had.

Mr. Currie was a native of North Carolina, a graduate of Hampden-Sidney College and Union Theological Seminary, Virginia. He gave his life to Indian education.

He did valuable work as teacher among the Choctaw Indians, and when a call came for some one to go to a remnant of Indians in Southeastern Texas that were in danger of extinction he went to them. While there his schoolhouse was burned and his life threatened. To escape the malaria incident to a long continued residence in that section he came to Alaska and took charge of the newly opened school at Klawack under circumstances of great heroism. Far away from any officer of the law he battled alone against intemperance and witchcraft. Upon one occasion four men attempted to carry away one of his pupils (a girl) on the charge of witchcraft. Mr. Currie rescued her, keeping her at his house. A few days afterwards they returned, reinforced by a party of Hydahs, on another attempt to get possession of her. While some of them vehemently claimed her, others stood near the missionary with open knives. Finally the brother of the girl was intimidated into paying a ransom for her. This Mr. Currie could not prevent, but the girl at least was saved.

Mrs. Currie, being herself a teacher of long experience, was appointed to her husband's place. Her isolation from all companionship (she was the only white woman in the place, and for eleven months looked into the faces of but two white women), the absence of any officer to enforce law or look after the peace of the community, the prevalence of drunkenness, witchcraft, and other heathen practices, greatly interfered with the efficiency of the school. This is one of the most difficult places to conduct a school in all Southeastern Alaska, and needs a strong, self-reliant, energetic man for teacher. Such a one the board of education hope to secure.

Mrs. Currie, with true Christian heroism, unflinchingly remained at her post until the close of the school year, when she resigned to return to her friends in the east.

Howkan.—Miss Clara A. Gould, teacher. This excellent school, with an enrollment of 105, continues to maintain its reputation for efficiency.

Metiakahla.—Teachers, William Duncan, with a corps of native assistants. Total enrollment, 172. This coming year Mr. Duncan confidently expects to have a boarding school for boys and another for girls under way.

SCHOOLHOUSES.

During the year a school building was erected for the use of Sitka School No. 2. Buildings have also been voted for Douglas City, Kodiak, Afognak, and Karluk.

CONTRACT SCHOOLS.

Anvik, on the Yukon River, 580 miles from St. Michael. A mission station and school supported by the Missionary Society of the Protestant Episcopal Church. Teachers, Rev. Octavius Parker and Rev. John W. Chapman.

The school being 3,844 miles from San Francisco, its post-office, and receiving but one mail a year, our latest report is dated June 1, 1888, and the statistics embodied in this report are those for 1887-88.

School opened August 1, 1887, with an average daily attendance of eight. Two boys have had sixty lessons in the first reader. Four or five other boys have broken the back of reading, and there is an army of stragglers who come in more or less frequently, and out of whom perhaps half a dozen could be drawn, boys and girls, who have a genuine and growing interest in the work of the school, and whose attendance is growing more regular. Several boys are writing in a fair, legible hand, and three can now write out their reading lessons in script without referring to a script alphabet. Two, the most advanced, aged about eleven years, can write from dictation several of the first lessons with perfect accuracy, and can now understand the meaning of the greater part of what they read, and are talking English a little. They have been taught to analyze words phonetically, and when the teacher wants native words he can get them pronounced in a scientific manner.

The total enrollment of pupils was fifty. A steam saw-mill is now en route for the mission and will be the first of the industries established in connection with the school.

Bethel, on the Kuskokwim River, 150 miles from its mouth. Teachers, Rev. John H. Killbuck and wife and Rev. E. Weber. This season Mrs. Sarah Bachman and Miss Carrie Detterer have been sent out to the same station. Mrs. Bachman is the wife of one of the bishops of the Moravian Church and goes out to spend a year in the work.

Bethel is 3,029 miles from San Francisco, its post office, and has but one mail a year.

The latest statistics received are those for 1887-88 and September, 1888. Total enrollment for 1887-88, seventeen. Largest monthly average, fifteen. Enrollment for September, 1888, nineteen boarding pupils.

This school is under the care of the Moravian Church of the United States.

The teachers experience a threefold difficulty in teaching English. First, their own limited knowledge of the native tongue, making it difficult to convey their meaning to the children; second, the absence of English-speaking people in that section; and third, the native disinclination to speak a foreign tongue.

However, the teachers are encouraged at the perceptible improvement of their pupils over last year.

Carmel, at the mouth of the Nushagak River. This school is also under the care of the Moravian Church.

Teachers, Rev. and Mrs. F. E. Wolff and Miss Mary Huber. To these has recently been added the Rev. John Herman Schoechert, of Watertown, Wis.

Although Carmel is 2,902 miles from San Francisco, its post-office, the location of several salmon canneries in the neighborhood, with the consequent arrival and departure of schooners carrying supplies, gives it several mails during the summer. Hence the school statistics of the present year have been received. Total enrollment twenty-five.

School opened on the 27th of August, 1888, with an increased attendance over last year. In order to give the children from Nushagak, Togiak, and other neighboring villages an opportunity of attending school a large barabara has been built. (This is a native sod house partly underground.) In this house the children from a distance are lodged and fed. They are allowed to go home each Friday night, returning to school on the following Monday morning.

Sitka Industrial Training School.—Under the care of the Board of Home Missions of the Presbyterian Church. Teachers and employés, Prof. Wm. A. Kelly, superintendent; Rev. Alonzo E. Austin, chaplain; Mr. H. H. Lake, boot and shoe shop, also teacher of cornet band; ————, carpenter shop; Donald Austin (native), assistant carpenter; R. E. Henning, M. D., physician; Miss Anna R. Helsey, matron of the girls; Mrs. A. E. Austin, matron of the boys; Mrs. J. G. Overend, matron of the hospital; Miss Kate Rankin, kitchen, dining room, and bakery; Miss Grace Ashby, teachers' messenger; Mrs. S. S. Winans, sewing room; Mrs. Tillie Paul (native), assistant in sewing room; ————, steam laundry; Miss Ida M. Rogers, schoolroom; Miss Carrie Delph, schoolroom; William Wells (native), interpreter; Kate, Jennie, Lottie, Ruth Albany, native assistants; Josephine, Russian interpreter. During the year the school enrolled 170 pupils, of whom 64 were girls and 106 boys.

Of the boys 17 received instruction and practice in the shoe shop, 20 in the carpenter shop, 4 in the blacksmith shop, 6 in the bakery, and several in the steam laundry.

From 25 to 30 boys have had instruction and practice in the cornet band. Two boys have been sent east to Captain Pratt's Indian School at Carlisle, Pa., one to learn the printers' trade and the other tinsmithing, and 4 of the girls of the school have been sent to Northfield, Mass., to be trained as teachers. The girls are at the expense of Mrs. Elliott F. Shepard, of New York City.

The boys in the shoeshop have made 117 pairs of boys' nailed shoes, 93 pairs of sewed shoes, 27 pairs of girls' sewed shoes, 9 pairs of fine sewed shoes for teachers and others; they also have half-soled 718 pairs of shoes, and put on 327 heels and 515 patches.

The carpenter boys have erected 4 houses, besides repairing buildings and furniture.

The boys in the steam laundry have averaged 1,000 pieces of clothing a week, and the boys in the bakery have made into good bread 900 pounds of flour per week.

Three of the boys during the winter netted a large fishing seine, and one has done some good coopering.

Arrangements are under way for the establishment of a steam sawmill and planer as one of the regular industries of the school.

Last summer visitors presented the school with 21 brass instruments, and a band was organized among the pupils.

The North Star, a small illustrated monthly paper, has been regularly published in connection with the school.

Recently, in the absence of any Government reformatory, the United States district court of Alaska, Judge Keatly presiding, placed a boy and girl in the school.

Extensive improvements have been made this summer by the boys on the grounds of the institution.

The mission board and their employés, in connection with the school, are sparing no pains or labor to increase the efficiency and usefulness of the institution, and are encouraged by a manifest advance from year to year.

The school is not only molding and lifting up the pupils directly under its care, but also their parents and friends.

It is also forming a public sentiment which indirectly helps every school in the Territory. During June, July, and August, when the steamers come crowded with tourists, all the other schools are closed for vacation, and until the visitors reach Sitka they see the native children only in their dirt and filth, so that the impresson is formed that nothing can be done with them.

To correct this unfavorable judgment and demonstrate that the natives are capable of civilization and education, the superintendent of the school, upon the arrival of each steamer, sends the tourists an invitation to visit the institution. The pupils are called together for recitations, singing, and other exercises. The strangers are shown over the buildings and taken into the workrooms, etc. The result is that these visitors from every section of the land carry to their homes and tell to their friends what their eyes have seen of the progress of Alaskan children in the schools.

These testimonies create a favorable and growing public sentiment, that finds expression in the annual Congressional appropriation for education in Alaska.

OTHER SCHOOLS.

The Alaska Commercial Company, in accordance with its lease of the seal islands, maintains schools upon the islands of St. Paul and St. George. As their report is made directly to the Secretary of the Treasury, no statistics are received at this office.

The Russian Government, through the medium of the *Russo-Greek Church*, is reported as having seventeen parochial schools. These have largely been taught in the Russian language. It is said that their bishop has issued instructions to all the priests and teachers to use the English language. While for the first few years the teaching in English by teachers themselves learning the language will not be very efficient, it yet marks a step forward, and gives the promise of better things in the future.

In the annual report of the governor for 1888 it is stated that the Greek churches and parochial schools in Alaska cost the Russian Government \$60,000 annually.

The Roman Catholic Church, with headquarters and bishop's residence at Victoria, British Columbia, have a school at Juneau, and claim two in process of establishment upon the Yukon River, one at Kozyrof, near Leatherville; and the other between Auvik and Nulato, and one at St. Michael, on Bering Sea. These are in charge of Jesuit priests.

The Church of England is reported to have a school at Nuklukahyet, on the Yukon River.

The Free Mission Society of Sweden has schools at Unalaklik, on Bering Sea, and Yakutat, at the base of Mount St. Elias. Owing to the inaccessibility of these schools and the absence of mail communications but little is known concerning them.

The Presbyterian Church of the United States, through its *Board of Home Missions*, has a flourishing day school, with a total enrollment of 155 pupils at, Hoonah.

This school is taught by Rev. and Mrs. John W. McFarland. It has also an excellent "home," with twenty-five boys and girls, at Juneau, under the admirable management of Rev. and Mrs. Eugene S. Willard, assisted by Miss Bessie Matthews and Miss Jennie Dunbar. This school is a feeder for the Industrial Training School at Sitka.

It has a second "home" at Howkan, with about twenty-five girls, in charge of Mrs. A. R. McFarland, so well and favorably known in the Church. At both of these "homes" the children are fed, clothed, cared for, and trained in household duties. For their literary training the children attend the Government day schools.

ADDITIONAL RULES ISSUED BY U. S. BUREAU OF EDUCATION.

August 15, 1888.—The governor of the Territory, the judge of the United States court, and the general agent of education in Alaska for the time being, with two other persons, to be appointed by the Secretary upon the nomination of the Commissioner of Education, shall constitute the board of education and the general agent of education shall be the secretary of said board, and shall keep the record of its proceedings. Three members shall constitute a quorum of said board.

August 15, 1888.—All missionary, boarding, or other schools conducted by private persons, or under the supervision of any of the Christian Churches, which shall receive aid and assistance from the Government, shall be subject to the visitation and inspection of the board of education, who shall have power to see that proper discipline is maintained and instruction given, and wholesome food and proper clothing and comfortable lodging furnished to the inmates of such schools.

August 15, 1888.—The board of education shall have power, and it shall be its duty, to prescribe courses of study for the several schools under its jurisdiction, and particularly to prescribe what shall be the extent and character of the industrial instruction to be given in any or all of said schools, and the teachers of said schools shall conform as nearly as practicable to the courses of study prescribed by the board. This rule shall include such schools as receive aid from the Government.

August 15, 1888.—Corporal punishment shall not be excessive, and shall be inflicted upon the pupils in attendance upon the public and other schools only in extreme cases, and then in moderation. Any teacher who shall violate this rule shall be subject to removal and loss of pay. The board of education will enforce this rule rigidly, and report all violations to the Commissioner of Education.

August 15, 1888.—Any action taken by the Territorial board of education under the preceding rules shall be subject to revision and approval of the Commissioner of Education.

July 12, 1889.—The term of the Government schools in the District of Alaska shall begin on the first school day in September and continue for the period of nine calendar months, ending on the last school day in May in each and every year, except when special provision is otherwise made.

July 12, 1889.—All schools supported by the Government shall be kept open each and every day during said period, except Saturday, Sunday, and the national holidays, which are Thanksgiving, Christmas, New Years, 22d February, and Decoration Day.

July 12, 1889.—The teachers in the Government schools will be elected for the nine calendar months of the school year, but may be suspended or removed before the expiration of said term, at the pleasure of the Territorial board of education, subject to the approval of the Commissioner of Education. Their salaries will be paid at the end of each month or every three months, as they may elect.

ADDITIONAL RULES ADOPTED BY TERRITORIAL BOARD OF EDUCATION.

October 27, 1888.—From and after this date corporal punishment in the public schools of Alaska is entirely and wholly prohibited.

All religious services are prohibited in all the public schools of Alaska except Howkau, Klawack, Metlakahtla, Fort Wrangell, Juneau No. 2, and Haines.

October 31, 1888.—The regular meetings of the board shall be held on the second Monday of January and the first Monday of June and, annually.

June 17, 1889.—The term of the public schools in the district of Alaska shall begin on the first school day in the month of September and continue for the period of nine calendar months, ending on the last school day of May in each and every year, except when special provision is otherwise made. And each school shall be kept open each and every day during said period, except Saturday, Sunday, and the national holidays, which are, Thanksgiving, Christmas, New Years, 22d of February, Decoration Day, and 4th of July. All vacations on account of sickness or other cause shall be made up at the end of the term, provided the time of such vacation does not exceed one month.

TABLE I.—Attendance.

	September.		October.		November.		December.		January.		February.	
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
Howkan.....	69	46	62	20	87	56	91	64	89	57	71	47
Klawack	27	15	31	21	22	11	6	5	16	11	22	15
Wrangell	36	30	49	40	59	48	55	47	38	31	26	21
Sitka No. 1.....	49	46	51	47	48	43	47	37	44	29	50	33
Sitka No. 2.....	21	16	27	20	37	34	41	32	44	34	46	32
Killisnoo	10	7	12	10	14	11	18	16	16	14	14	12
Juneau No. 1	27	21	23	17	22	18	29	23	22	19	24	21
Juneau No. 2	26	17	21	19	47	28	34	33	37	33	30	24
Douglass	37	14	40	16	38	20	52	20	34	17	26	14
Haines			43	5	76	13	71	15	64	11	49	6
Kodiak	44	23	44	29	52	35	49	30	52	25	50	34
Afognak.....	34	16	47	28	41	24	37	19	43	19	37	18
Carmel	17	13	20	14	20	17	19	18	19	16	19	17
Bethel.....	23	14	22	20	22	20	22	17	26	21	26	20
Anvik.....			24	7	27	15	30	15	30	17	28	18
Metlakahtla.....	118	50	162	124	166	124	162	116	162	116	157	84

	March.		April.		May.		Total enrollment for year.	Total number of children under 21 years of age.	Total population in neighborhood of school.
	Total.	Average.	Total.	Average.	Total.	Average.			
Howkan	53	31	36	25	48	33	105	134	275
Klawack.....	27	17	27	10	17	11	39	132	247
Wrangell	23	17	16	12	24	13	90	100	317
Sitka No. 1.....	47	35	47	33	49	41	67	503	1,281
Sitka No. 2.....	45	30	40	25	26	9	51	503	1,281
Killisnoo.....	18	15	12	10	22	16	22	200	550
Juneau No. 1	23	20	24	22	26	23	36	245	1,000
Juneau No. 2	33	29	30	24	20	19	58	245	1,000
Douglass.....	21	14	17	10	22	11	94	167	690
Haines	50	7	45	3	40	3	128	60	150
Kodiak	49	33	48	33	41	25	68	143	323
Afognak.....	36	17	37	17	34	17	55	146	321
Carmel.....	18	16	18	14	18	14	25	.....	200
Bethel.....	25	17	15	13	.....	.....	35	.....	100
Anvik.....	26	16	25	17	.....	.....	38	38	95
Metlakahtla.....	118	66	69	40	50	31	172	162	600

TABLE II.—*Number in sundry branches of study.*

	Primary charts.	First and Second Readers.	Third and Fourth Readers.	Spelling.	English Language Lessons.	Geography.	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance Hygiene.	United States History.	Writing.	Use of tools.	Sewing.	Other studies.	Number of classes taught daily.
Howkan	30	33	33	34	42	9	28	9	91	15	15	4	91	.....	.....	.....	37
Klawack.....	11	15	4	27	.....	1	17	.....	17	.....	.....	1	17	.....	.....	1	17
Wrangell	27	33	14	59	14	23	59	.....	59	.....	33	.....	59	.....	31	38	14
Sitka No. 1.....	11	21	24	51	31	23	51	11	.....	18	40	9	51	.....	.....	.....	22
Sitka No. 2.....	27	19	1	26	26	14	26	.....	.....	.....	46	.....	37	.....	17	.....	10
Killisnoo.....	10	14	4	4	1	5	22	3	22	.....	1	2	22	.....	.....	.....	.....
Juneau No. 1.....	7	14	13	26	24	12	26	3	15	.....	9	4	26	.....	.....	.....	23
Juneau No. 2.....	29	19	5	33	5	.....	45	.....	.....	.....	.....	.....	45	.....	.....	.....	21
Douglass	34	10	9	18	.....	10	11	.....	.....	.....	1	3	24	.....	6	.....	30
Haines	58	45	3	41	50	4	76	.....	76	4	.....	.....	46	.....	.....	76	12
Kodiak	24	23	21	68	68	7	68	7	68	.....	21	.....	68	37	.....	.....	20
Afognak	31	20	5	25	.....	44	25	.....	45	.....	25	.....	48	.....	.....	55	.....
Carmel.....	21	11	2	19	20	.....	19	.....	.....	.....	.....	.....	20	.....	.....	.....	.....
Bethel	6	11	.....	11	17	.....	17	.....	17	.....	.....	.....	17	.....	3	4	.....
Anvik.....	22	8	.....	5	.....	2	30	.....	30	.....	.....	.....	30	.....	6	.....	12
Metlakahtla.....	64	102	19	162	162	162	162	130	.....	.....	162	162	162	.....	.....	.....	.....

TABLE III.—*Officers and teachers, with their salaries.*

The following persons have been paid from the school fund:

Name.	Occupation.	Place.	Compensation.
Sheldon Jackson	General agent.....	Sitka	\$1,200
John H. Keatley	Board of education	do	200
A. P. Swineford	do	do	200
Lyman E. Knapp, in place of Mr. Swineford, resigned.	do	do	200
James Sheakley	do	Fort Wrangell....	200
William Duncan.....	do	Metlakahtla	200
Sheldon Jackson	do	Sitka	200
W. E. Roscoe	Teacher	Kodiak	*120
James A. Wirth.....	do	Afognak	*120
F. F. White	do	Haines	*120
Miss Rhoda A. Lee	do	Juneau No. 1.....	*80
Miss Alice R. Hill.....	do	Juneau No. 2.....	*80
Mrs. Anna R. Moon.....	do	Douglass.....	*80
Miss May Ransom.....	do	Killisnoo.....	*80
Miss Mary Desha (September to January)	do	Sitka No. 1.....	*100
Andrew Kashevorof (January).....	do	do	*80
Miss Cassia Patton (February to June).....	do	do	*100
Miss Virginia Pakle.....	do	Sitka No. 2.....	*80
Mrs. Lyda McAvoy Thomas	do	Fort Wrangell....	*100
Mrs. M. V. Currie.....	do	Klawack	*80
Miss Clara A. Gould	do	Howkan	*100
Wm. Duncan and assistants.....	do	Metlakahtla	†2,500

* Per month.

† Per year.

TABLE IV.—*Teachers appointed for 1889-90, with salaries.*

The board of education at its semiannual meeting, June 14 to 19, 1889, appointed, subject to the approval of the U. S. Commissioner of Education, the following persons teachers for 1889-90:

Name.	Place.	Compensation.
Miss Clara A. Gould.....	Howkan.....	*\$100
H. S. Barrett, M. D.....	Klawack.....	*80
Mrs. Wm. G. Thomas.....	Wrangell.....	*100
Miss Rhoda A. Lee.....	Juneau No. 1.....	*100
Miss Cassia Patton.....	Juneau No. 2.....	*80
Mrs. W. S. Adams.....	Douglass No. 1.....	*80
Charles Edwards.....	Douglass No. 2.....	*80
W. H. Reid.....	Haines.....	*80
Miss Virginia Dox.....	Hoonah.....	*100
Miss May Ransom.....	Killisnoo.....	*80
George E. Knapp.....	Sitka No. 1.....	*100
Miss Gertrude Patton.....	Sitka No. 2.....	*80
W. E. Roscoe.....	Kodiak.....	†1,000
John Duff.....	Afognak.....	†1,000
John H. Carr.....	Unga.....	†1,000
John A. Tuck.....	Unalaska.....	†1,000

* Per month.

† Per year.

TABLE V.—*Grants to contract schools.*

The board of education at its semiannual meeting, June, 1889, recommended to the U. S. Commissioner of Education the following contract boarding schools:

Sitka Training and Industrial School.....	\$15,000
Metlakahtla schools.....	3,000
Anvik (Episcopal).....	1,000
Bethel (Moravian).....	1,000
Carmel (Moravian).....	1,000

TABLE VI.—*School buildings.*

New school buildings recommended by board of education:

Kodiak.....	\$1,200
Afognak.....	1,200
Karluk.....	1,200

TABLE VII.—*Estimate for the year 1890-91.*

School.	Salary of teacher.	Salary of assistant teacher.
Howkan.....	\$900	.....
Klawack.....	1,000	.....
Wrangell.....	900	.....
Juneau No. 1.....	900	.....
Juneau No. 2.....	900	\$720
Douglass No. 1.....	900	.....
Douglass No. 2.....	900	720
Haines.....	900	.....
Hoonah.....	600	300
Killisnoo.....	900	.....
Sitka No. 1.....	900	600
Sitka No. 2.....	900	600
Yakutat.....	900	.....
Kodiak.....	1,000	.....
Afognak.....	1,000	.....
Karluk.....	1,000	.....
Cook's Inlet.....	1,000	.....
Unga.....	1,000	.....
Belkofsky.....	1,000	.....
Nineteen day schools.....	17,500	2,940

Salaries of 24 teachers.....	\$20,440	
Fuel for 19 day schools	4,000	
Books and stationery	3,000	
Desks and blackboards, etc.....	1,000	
Sixteen policemen at \$15 per month.....	2,160	
Support of 19 day schools		\$30,600
Salary of general agent	2,400	
Salary of superintendent of Sitka district.....	1,200	
		3,600
Salaries of school board.....	1,000	
Traveling expenses.....	500	
		1,500
School building at—		
Juneau	1,200	
Douglass	1,200	
Yakutat	1,200	
Cook's Inlet	1,200	
Belkofsky	1,200	
		6,000
Contract schools at—		
Sitka.....	20,000	
Metlakahtla.....	4,000	
Unalaska	2,000	
Carmel	2,000	
Bethel	2,000	
Anvik	2,000	
Nukalukyet	1,000	
		33,000
Total		74,700

SUMMARY.

Support of 19 day schools with 24 teachers.....	\$30,600
Support of 7 industrial boarding schools with from 40 to 45 teachers and employés.....	33,000
Five new school buildings.....	6,000
General agent, superintendent, and board of education.....	5,100
	<u>74,700</u>

Office of general agent.

The general agent at the beginning of the year, being unable to secure transportation from Sitka to the schools of western Alaska on the U. S. S. *Thetis*, that was making the trip, requested permission of the U. S. Commissioner of Education to proceed to San Francisco and take passage by the steamers of the Alaska Commercial Company. Permission not being granted, I have been unable to carry out the instructions of the honorable the Secretary of the Interior to visit all the schools at least once a year.

Indeed, for the want of transportation I have been unable to visit the schools of southwestern Alaska since I established them in 1886, and those on Bering Sea not at all. This has been greatly regretted both by myself and the teachers.

Also for want of transportation I have been unable to visit the schools at Howkan and Klawack, on Prince of Wales Island.

The schools at Sitka, Juneau, Wrangell, Douglass, Haines, and Killisnoo have been visited several times, and that of Metlakahtla twice.

RECOMMENDATIONS.

I have the honor to submit the following recommendations:

1. *An inspection of the schools of western Alaska by the general agent.*—In view of the fact that I have been unable to reach those schools for three years, and as the time has come for establishing new schools in that region, some of which have already been recommended by the Territorial board of education, and as it is probable that a Government vessel will be sent next summer to that section to convey Government officials, therefore it is recommended that the U. S. Commissioner of Education be respectfully requested to arrange for the transportation of the general agent.

2. *Change in supervision.*—In order that the general agent may for the next two or three years give the larger part of his time to developing the school work in Western Alaska, I would recommend the following change in section 4, division 2, of the rules and regulations for the conduct of education in Alaska, to wit: First, that the general agent be relieved for the coming year from the local superintendency of the Sitka district, and be given the local superintendency of the Kodiak and Unalaska districts. Second, that a district superintendent be appointed for the Sitka district.

3. *Permanent school fund.*—I would again renew my recommendations of 1886-87 and 1887-88, which recommendations were also indorsed by the Territorial board of educa-

tion, that the U. S. Commissioner of Education be respectfully requested to procure legislation from Congress permanently appropriating a sum of money for the education of the children of Alaska without distinction of race.

The present method of supporting the schools of Alaska by an annual appropriation from Congress is very unsatisfactory. As Congress one year voted \$25,000 and the second nothing and the third \$15,000, it can readily be seen that neither the school board nor the teachers can arrange for the schools until after Congressional action has been taken, nor until such action is had can they be sure that there will be any schools. And not only that, but some years the action of Congress is not known in Alaska until three months after the fiscal school year commences. A failure on the part of Congress any one year to make the necessary appropriation would close the schools, scatter Government property, and throw the teachers out of employment thousands of miles away from home and friends.

The disadvantages of the present system need but to be stated to be seen.

In the Western States and Territories the general land laws of the country provide that sections 16 and 36 in each township be set apart for the use of the schools in said States and Territories. In some of the States this has been a munificent endowment.

But Alaska has no townships and no surveyed lands and no law by which they can be surveyed. And when in course of time the general land laws are extended over it, the nature of the country and the peculiar climate and the requirements of the population will prevent to any great extent the laying out of the land in sections of a mile square. Thus while no school fund is practicable for years to come from the lands, the General Government derives a regular revenue from the seal islands and other sources, a portion of which could be used in the place of the proceeds of the sale of school lands.

4. *An obligatory attendance law.*—The operation of the obligatory attendance law which was enacted by the Territorial board of education and approved by the honorable the Secretary of the Interior in 1887, has been recently suspended by order of the United States Commissioner of Education.

In view of the importance of some suitable law for securing the more regular attendance at school of the children of Alaska, the Territorial board of education at its semi-annual meeting June 14–19 took the following action:

“Whereas it is the invariable experience of all who have been engaged or interested for years in the difficult task of attempting to educate and civilize the natives and creoles of Alaska that the greatest obstacles to success are, first, the want of adequate means of securing the regular and general attendance of the children of these people at the various Government schools and, second, the stolid indifference, superstition, and fear of change on the part of the greater number of the parents of such children; and

“Whereas experience has also demonstrated that wherever native policemen have been employed and paid heretofore a moderate compensation for gathering these children into the schoolrooms and thus compelling attendance, not only is the average attendance itself largely increased, but an interest in the progress of the pupils and the success of the schools themselves has been gradually and permanently created in those native and creole parents; and

“Whereas, the Government of the United States is annually appropriating large sums of money for the purpose of educating and civilizing these people and employing competent and zealous teachers for that purpose, who are making great sacrifices by enduring severe privations, general discomfort, and personal isolation among an alien and barbarous race of people: Therefore,

Be it resolved by the Territorial board of education, That the Hon. Lyman E. Knapp, the governor of the District of Alaska, is hereby requested and urged to embody in his forthcoming annual report to the Department of the Interior the suggestions we have made herein, with the recommendation that Congress take the subject of compulsory education of the natives and creoles of Alaska into consideration, and, in addition to making the usual appropriations for the schools of the District, add thereto such enactments as will compel the regular attendance of the pupils at such schools as are already established or may be hereafter provided.”

I renew my recommendations of former reports on this subject.

5. *School police.*—With the granting of an obligatory attendance law, and even without it, the appointment of a native policeman in the native villages where schools exist, whose duty shall be to see that the children are in school, will greatly increase the present attendance.

I therefore recommend that an allowance of ten or fifteen dollars per month be allowed from the school fund for the employment of such men.

6. I recommend that the honorable the Secretary of the Interior be respectfully requested to ask Congress for an appropriation of \$75,000 for education in Alaska for the year ending June 30, 1891.

7. In 1887–88 the Territorial board of education recommended to the United States

Commissioner of Education that the salary of the general agent of education be increased to \$2,400 annually.

As nothing was done, I respectfully ask the board to renew the request.

In closing this report I can not permit to pass unchallenged the statement made by the president of the Territorial board of education, which appears on page 181 of the Annual Report of the Commissioner of Education, 1887-88, that my annual report for 1887-88 was recalled by the board of education in Alaska because of "a number of material inaccuracies in the report." My report for that year was regularly indorsed and approved by the board, ex-Governor Swineford not being present, on September 15, 1888, and forwarded to the Commissioner of Education.

At a meeting of the board on October 31, 1888, four members being present, Mr. Swineford delivered a tirade against the general agent of education, claiming that some of the statements of the annual report were false and demanding that the vote of approval be reconsidered. This demand was refused by the board. The report had been officially sent to the Commissioner, and could not be recalled, or changed, if recalled, except by my consent.

However, to give Mr. Swineford an opportunity of pointing out alleged falsehoods I consented to a resolution (and without my consent the resolution could not have been passed) asking the Commissioner of Education to send the board a certified copy of the report, which was done.

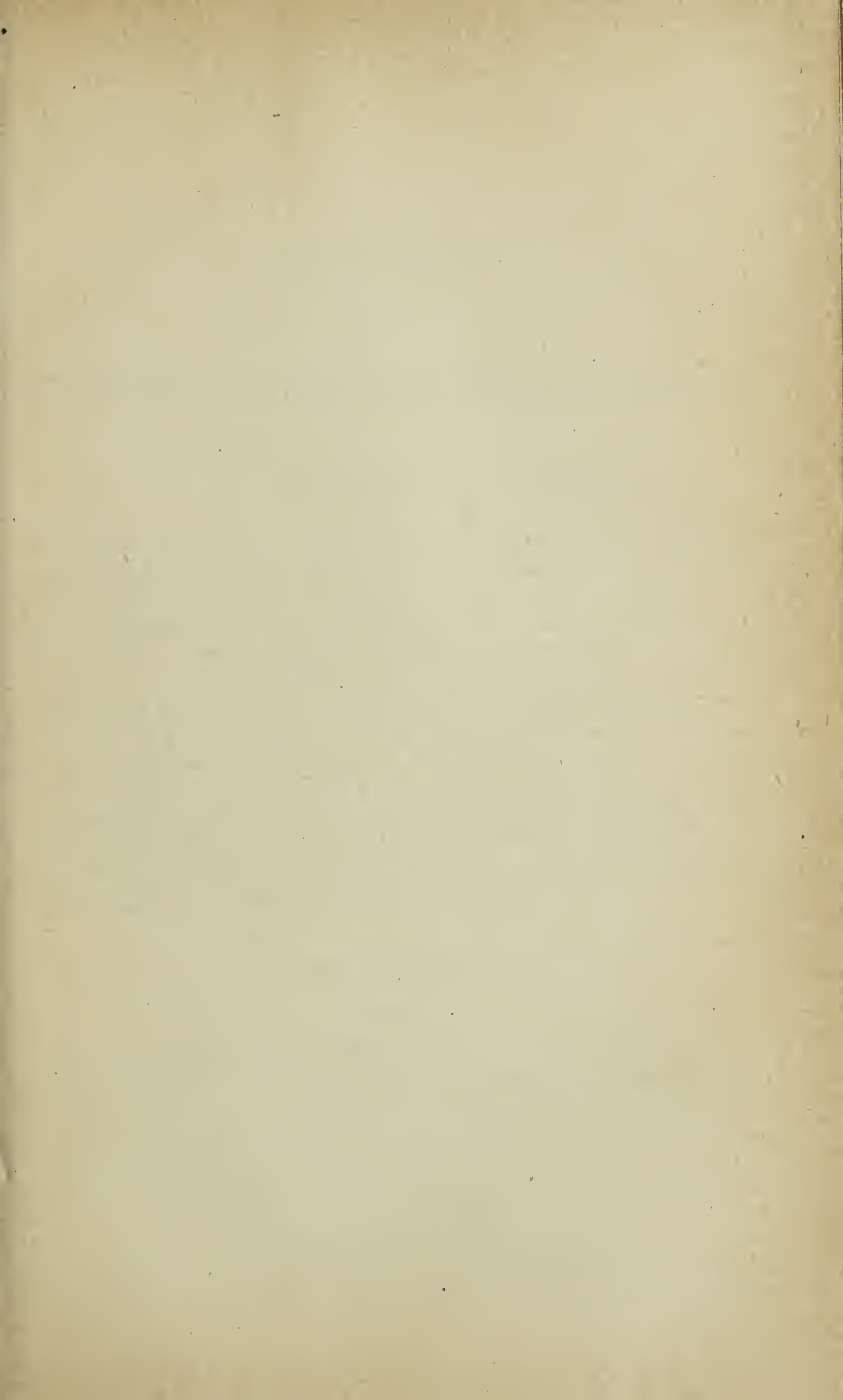
The report itself was not recalled, but remained in Washington, and was printed as usual in the appendix of the annual report of the U. S. Commissioner of Education as the regular official report of schools in Alaska.

At a subsequent meeting of the board, January 23, 1889 (the general agent being absent), although a certified copy of my report had been received from Washington, it was neither read nor considered, but Judge Keatley was directed to make out a "new report and transmit the same to the Commissioner of Education."

This was not a substitute for the report of the general agent, as no one could legally make that report but himself. It was not even a report on education in Alaska, because Judge Keatley had recently come into the Territory and had no personal knowledge of its school affairs at that time. With his usual good judgment he did not attempt a report, but confined himself mainly to some general statements with regard to a few of the schools in southeastern Alaska, and particularly the training school at Sitka, of which he had some personal knowledge. His report was never submitted to the consideration of or approved by a vote of the Territorial board of education. In making his reflections upon the report of the general agent he was evidently misled by the assertions of Mr. Swineford, which were never proven, and I take this first opportunity since the publishing of the report of 1887-88 to deny that the report of the general agent for that year contains "a number of material inaccuracies."

Very truly yours,

SHELDON JACKSON,
General Agent of Education for Alaska.



ANNUAL REPORT
OF
THE SECRETARY OF THE INTERIOR.

DEPARTMENT OF THE INTERIOR,
Washington, D. C., November 15, 1889.

SIR: The first annual report made by any Secretary chronicles and discusses chiefly, as a rule, those acts performed under the direction of his predecessor; but at present, in addition to this labor (by no means light to one connected with the service so short a time), the Secretary of the Interior has to record several very important events that have taken place in his Department during the present administration. Some of these have been consummated since the termination of the last fiscal year; but nevertheless it is deemed proper to recount their progress up to the time of this report.

Your attention is first called to these as they successively occurred: The opening of Oklahoma; the successful negotiation of a treaty with the Sioux Indians of Dakota, and the advent into the Union of the four new States, North Dakota, South Dakota, Washington, and Montana, none having entered previously for thirteen years.

OKLAHOMA.

DOMAIN.

Congress, by the act of March 1, 1889 (25 Stats., 735), ratified an agreement entered into by the then Secretary of the Interior on behalf of the United States with the duly authorized delegation of the Muscogee or Creek Nation of Indians, whereby, in consideration of \$2,280,857.10, these Indians ceded to the United States complete title to the west half of their domain, containing 3,402,450.98 acres, lying in the Indian Territory.

By section 12 of the Indian appropriation act of March 2, 1889 (25 Stats., 1004), the Seminole Nation of Indians, in consideration of \$1,912,942.02, released and conveyed to the United States all their

title and claim to certain lands in the Indian Territory ceded by these Indians to the United States by article 3, treaty of 1866 (14 Stats., 756), containing an area of 2,037,414.62. Thus the aggregate of these two cessions is 5,439,865.60 acres. By the thirteenth section of this appropriation act, provision was made that the lands so acquired, except the sixteenth and thirty-sixth sections, should be opened for settlement by proclamation of the President, and disposed of to actual settlers under the homestead laws only. But it was found upon careful examination that of all these lands so acquired 3,552,064.13 acres were in the possession and occupancy of various other Indian tribes, under laws treaties, or executive orders, and that only 1,887,796.47 acres were unoccupied and in condition to be opened.

The proclamation required by the law was issued by the President on March 23, 1889, in which the boundaries of the unoccupied portion of the land were carefully described. It was opened to settlement at and after the hour of 12 o'clock noon of the 22d day of April following. This portion of territory was surrounded entirely by other lands in possession of Indian tribes, and was inaccessible, necessarily, except by passage over these reservations. Among these was the "Cherokee Outlet," stretching along the northern border, some 60 miles wide, and extending to the southern line of Kansas.

WANT OF TERRITORIAL GOVERNMENT.

Unfortunately Congress had prepared no system of government for this domain of Oklahoma, such as other Territories enjoy. There was neither governor nor secretary, neither United States commissioner, nor notary public, nor justice of the peace. The jurisdiction, it is true, of the United States courts of Texas, of Kansas, and of Arkansas extended over this domain as well as over much other territory from which this had been taken; but these courts were at a great distance from Oklahoma, and had jurisdiction only of crimes punishable by death or imprisonment at hard labor. There was established also by the act of Congress approved March 1, 1889 (25 Stats., 784), a United States court, whose jurisdiction extends over the whole Indian Territory, bounded by the States of Kansas, Missouri, Arkansas, and the Territory of New Mexico, to which is given exclusive original jurisdiction over all offenses against the laws of the United States committed within the Territory, so defined, not punishable by death or imprisonment at hard labor, and in all civil cases between citizens of the United States residents of the Indian Territory, or between citizens of any State or Territory therein and any citizen or person or persons residing or found in the Indian Territory, when the value of the thing in controversy, or damages, or money claimed, amounts to \$100 or more, or where the controversy arises out of mining rights not exceeding in value \$100; but the jurisdiction does not extend to controversies between persons of Indian blood only.

There are now millions of dollars of unsettled bills awaiting final action in the Treasury Department. It is to the interest of the Government to know the exact condition of its accounts with the railroad companies it has aided, and whose obligations it holds; and it is greatly to the interest of the railroad companies that any counter claims they may have should be known to the Commissioner, that he may always, on these reports or other statements, give them a fair credit. For instance, there has arisen a difference between the statement of the account against the Union Pacific made by the Commissioner, and that claimed to be correct by the company. So far as the books of the Commissioner's office show the company is in default, while the company asserts that, if claims by it filed in the Treasury Department are taken into consideration, nothing would be due the Government. It is but just to say that the claims of the company may be entirely correct, and yet the Commissioner be compelled to state the account against it, because the matters known to the Treasury Department are not required to be reported to the Commissioner, and he proceeds on the only official knowledge he has.

This condition of the accounts can be soon remedied by the means herein pointed out.

As accounts are rendered at present, it would be a vexatious and almost impossible task to secure such information. It could readily be arranged so that the records of the Railroad Bureau in this Department would at all times give easy access to any information that might be desirable by Congress, or any of the Departments of the Government, in regard to the accounts and indebtedness of the bonded roads. This matter is further discussed in the report and extended comment upon it here is not necessary.

BUREAU OF EDUCATION.

The Commissioner of Education details at length the peculiar labors of his Bureau; the facilities it affords for a knowledge of annual statistics of the school systems of the country, and instruction in the methods and practices of a higher education and co-ordination of different scholastic agencies. It appears from the statistics of the public schools for the decade 1876-'77 to 1886-'87 that the growth of the system, considering the whole country, outstripped the growth of population. The excess of this increase of enrollment over the increase in population six to fourteen years of age was 2.1 per cent., and was due to the progress of the public schools, particularly in the South Central Division. The increase there of enrollment (83.4 per cent.) shows an increase over the increase of population (36.8 per cent.) of 46.6 per cent.

Commissioner Dawson states that the colored children are apportioned an equal share of the school fund in the Southern States, unless in the case of Delaware, and their schools are kept open as long and

under as well-paid teachers as those of the white children. The funds for the support of those schools, he states, are furnished mainly by the white inhabitants; but due allowance should be made for all the sums that have been furnished for the education of the negroes from private sources and benevolence and through taxes raised among themselves. The subject is treated at some length, which I will not quote further, but the report is certainly worthy of consideration as a statement made by one who should be familiar both with the facts as to the education of the colored people of the South in the public schools and the sentiments of the white population there towards them.

The statistics show that about 64 per cent. of the white population of school age in the Southern States is enrolled, while the enrollment of the colored population is only about 53 per cent. In the District of Columbia there is a colored enrollment which, considered in relation to the colored population of school age, exceeds the enrollment of the white population of school age. In North Carolina the white and colored populations have the same proportions of enrollment.

Among many other interesting facts given in the Commissioner's report I note the following:

According to the statistics for 1888, the attendance in the collegiate departments of colleges and scientific schools, including colleges and seminaries for women, is equivalent to 1 for every 597 of the population; or, excluding the seminaries for women, 1 college student for every 672 of the population. If professional schools be included in the latter estimate, the proportion of students to population becomes 1 to 506. This proportion gives us a high standing among enlightened nations with respect to the use of the means of culture as will appear from the consideration of corresponding estimates for certain foreign countries.

In a recent speech in the House of Commons, Sir Lyon Playfair stated that the teaching universities of England had 1 student to 3,500 of the population; Ireland, 1 student to 2,040 of the population; while Scotland had 1 university student to 580 of the population. According to the statistics for 1888 the students in the Prussian universities were equivalent to 1 for ever 1,942 of the population, and in the universities, gymnasia, progymnasia, and real schools combined, 1 student for every 171 of the inhabitants. These figures can not be made the basis of exact comparison on account of the great difference between the scholastic systems of the different countries, but they do show plainly the comparative position of the several countries with respect to the use of the highest institutions of learning which they severally maintain.

EDUCATION IN ALASKA.

The education in the Territory of Alaska is intrusted to the supervision of the Commissioner of Education, who has also the management of the finances of the Government schools in that land. He has the assistance of the general agent of education, and the Territorial board of education, which is appointed by the Secretary of the Interior upon nomination by the Commissioner. The former board of three was increased during the past year by the addition of the United States commissioner at Juneau, and Mr. William Duncan, the superintendent of the school and colony at Metlakahtla, on Annette Island. Thirteen

teachers of day schools have been employed and located one each at Howkan, Klawack, Fort Wrangell, Haines, Killisnoo, Kodiak, Afognak, Unga, and Douglas, and two each at Sitka and Juneau.

The Bureau has aided several mission schools at different points in the Territory, and the industrial boarding-school of the Presbyterian Home Missionary Association at Sitka.

The difficulties surrounding the education of the Indians in Alaska are even greater than those connected with the Indians who are under the supervision of the Indian Bureau. The great distance from the seat of Government, and the difficulty of communication between one part of the country and the other, and with the Islands, which compose a large part of the Territory, upon which many of the Indians reside, cause much trouble, to say nothing of the climate and the long seasons of winter and darkness that rest upon that portion of our Republic. A Commission has visited Alaska during the past summer, and in their report no doubt will deal with the subject with an intelligence gained from actual observation, and make many valuable suggestions as results of their experience there.

The subject has heretofore been treated somewhat theoretically in the reports of this Department, and the Secretary would prefer to await the disclosures of the committee and their suggestions rather than to offer any of his own. However, the suggestion made by the Commissioner of Education, that Army or Navy officers might be detailed as inspectors or supervisors of such schools as are established in Alaska is worthy of commendation. Such officers might regularly visit the schools, and see that the money appropriated by Congress was not uselessly expended, and that the inmates were properly clothed, housed, fed, and instructed according to the terms of the contract; for heretofore the schools of Alaska have been chiefly what are termed "contract schools," whereby the parties, conducting them agree with the Government to teach a certain number of the native pupils a common-school education and to instruct them in some branches of industry suitable to the wants and habits of the native population, in consideration of such allowances as the Government may make.

These schools have undertaken to teach the boys certain trades, such as carpentering, shoe-making, tinning, etc., and the girls house-work, washing, ironing, sewing, and cooking. A disinterested inspection and rigid accountability, the Commissioner reasonably says, are as necessary in the management and supervision of these schools as in any ordinary business transaction in which the Government is interested.

The governor of Alaska, in his report, which will be published, states that from the report of the school board the average attendance at the Indian schools has not been entirely satisfactory; that the board has not had the general co-operation of the Indian parents, and he recommends that a sum of money be included in the annual appropriation for schools in the Territory to provide for the payment of a small monthly

salary at each village where there is a school, and compel the attendance of the children. This recommendation is approved.

In June Dr. William T. Harris, of Concord, Mass., the present Commissioner of Education, was engaged to make a report on the educational features of the Paris Exposition, which he was about to visit. This work is in course of preparation. There was also commissioned Mr. Samuel M. Clark, of Iowa, to represent the Bureau of Education at the Paris Exposition, and a report of his observations will be duly submitted.

The preparation of monographs on the educational history of the different States has been committed to Dr. Herbert B. Adams, of Johns Hopkins University, who reported in February last very satisfactory progress. This work is still proceeding under his care, and no doubt will prove worthy of his great reputation.

It is to be remarked in considering this valuable report that the Bureau of Education does not depend for its success to any great degree upon the executive force of the Secretary of the Department, but rather upon the intelligence and discretion of its own chief officer. It is a bureau capable of conferring upon the country great advantages. It may, and no doubt will, be made the store-house of the vast amount of literature which chronicles the experience of teachers and philosophers upon the best methods of education; a place of common exchange of ideas and information between not only the teachers of our own country, but between them and those of foreign nations; an instrumentality for measuring yearly the advance or decline of the educational spirit, and of education itself among our people, and a source of many valuable suggestions to our legislators in their efforts to preserve the intelligence of the people by the encouragement of institutions of learning, and chiefly the public schools, upon which will ever depend the perpetuity of our institutions.

This Bureau heartily is recommended to the favorable consideration of Congress for such liberal appropriations as may not only maintain it in its present condition of efficiency, but enable it to greatly extend its labors and its benefits.

ARCHITECT OF THE CAPITOL.

The Architect of the Capitol reports the following improvements made on buildings and grounds during the fiscal year.

Steam-heating has been extended to the committee rooms and Senate Library in the attic of old portion of the Capitol. New steam boilers have been placed in the vaults of the House of Representatives. Drinking fountains have been placed in the connecting corridors of each wing of the building. The pictures in the Rotunda have been protected by strong brass railings. A tunnel for use with a power

the guardians of this national treasure into granting them foot-holds of one kind or another, whereby they can make personal gain out of this great public benefit. If it is not to be thus frittered away, deprived of its most attractive features and measurably lost to science and wonder, if not to pleasure, the best and surest way to protect it is to permit no trimming down, no incursions, and no privileges except such as may be deemed absolutely necessary for its protection and regulation and for the proper accommodation and comfort of visitors.

It seems important that there should be an appropriation for a residence for the superintendent, whether he is to be a military or civil officer. If the Park is to remain under the surveillance of the military, the suggestion of Captain Boutelle that it should be recognized as a military post and provided with permanent accommodations for the officers, men, and their animals seems very pertinent. If it should be the policy of Congress to restore civil superintendence, attention is called to the recommendation of Captain Harris, in whose judgment I have great confidence, as to the number of employés and amount of appropriation necessary, which he places at forty-four men, all told, with salaries and equipments amounting in the aggregate to \$48,800.

THE TERRITORIES.

ALASKA.

The governor of Alaska states that since his arrival within the district on June 1, he has, so far as possible with the limited means of communication afforded, inspected the towns, villages, and business enterprises that were within his reach in southeastern Alaska, and inquired into the efficiency of the officers and employés of the Government and the pressing needs of the Territory for the protection of its people, its various industries, and for the elevation and civilization of the natives.

He estimates the population at about 36,500, of which number 3,500 are whites. He does not credit the reports in circulation as to the approaching annihilation of the native population by wasting diseases, but believes that the next census will disclose a larger number of natives than the last. He refers to the difficulty of reaching even an approximate estimate of the value of taxable property, growing out of the fact that, with the exception of the twenty-one fee simple titles given by the Russian-American Company to its employés and afterwards confirmed at the time of the transfer of the Territory to the United States, there are no valid titles to lands excepting mines and mill-sites; and also to the fact that the principal business enterprises are carried on by foreign corporations, whose products are shipped immediately to market or stored in the States. Taking these matters into consideration he regards an estimate of \$5,000,000 as above rather than below the value of the taxable property in the Territory.

The natives of Alaska are self-supporting. The United States real-

izes an income of \$317,500 from its contract with the Alaska Commercial Company alone, besides something from other sources. The annual expenses of the civil government amount to \$37,350 and the appropriations for the support of schools vary from \$25,000 to \$50,000, leaving a handsome net profit to the credit of the Territory.

In directing attention to the fact that titles to lands can not now be acquired within the Territory the governor strongly urges that Congress should afford relief by legislation from the difficulties now experienced. The town-site law as now in force elsewhere would in his opinion reach and remedy a large number of cases of real hardship, and a law giving some method of acquiring homesteads and fields for cultivation, which owing to the limited extent of arable land should not be in excess of 20 acres to each individual, would seem only just, and would do much towards substantial progress and improvement.

The immense forests of Alaska, consisting mainly of spruce, hemlock, and red cedar, are of excellent quality for economic purposes, and the milling facilities for its manufacture into lumber are ample for supplying the present demand. Much embarrassment is occasioned by the present timber law, which forbids any white person to use timber from the public lands even for domestic or local purposes.

The exports of Alaska consist mainly of furs, ivory, Indian curiosities, and the products of the fisheries and mines. Cranberries of superior flavor grow without cultivation, and one firm during the present season shipped some two thousand gallons to San Francisco. The following figures show the value of exports during the past year: Fish, oil, bone, and ivory, \$3,225,000; furs, \$1,750,000; gold (bullion, ore, and dust), \$2,000,000, and silver, \$50,000; a total of \$7,025,000.

Scarcely any progress was made during the year in the development of the agricultural resources of the Territory. No sufficient experiments have been made with grain, but the inference is that there is too much wet weather for wheat and too little warm weather for corn. Grasses of all kinds grow luxuriantly wherever the sun can penetrate the thick timber and brush. Vegetables, root crops, and all the small fruits, such as currants and berries, will grow luxuriantly, mature with certainty, and produce abundant crops for the harvest.

While there has not been that measure of progress and success in educational matters that could be desired, no effort has been spared to make the schools efficient and useful to the extent of their capabilities. Thirteen day schools, supported by the Government, are in session during the year. The total enrollment of pupils in these schools was about 1,040. The aggregate of salaries paid for the thirteen schools was about \$11,000. There were also four boarding schools aided by the Government. The Alaska Commercial Company maintained schools, one each on the islands of St. Paul and St. George. Full reports of attendance of pupils at these schools have not been received. Other mission schools have been kept at different points in the Territory, of

which enough is known to render it certain that much is being accomplished outside the schools receiving support from the Government.

The governor agrees with the chairman of the school board that the average attendance at the Indian schools has not been entirely satisfactory, the board not having had the general co-operation of the Indian parents. He recommends that a moderate sum of money be included in the annual appropriation for schools in the Territory to provide for the payment of a small monthly salary at each village where there is a school, and to compel the attendance of the children.

CONDITION OF THE NATIVES.

The governor refers to the conflicting reports as to the natives, and says that they present great contradictions of character, habit, and custom. As a rule they are deceitful, and there are those who do not hesitate to repeat sensational stories, without foundation, and these tales are sometimes published to the world, with additions, as established facts. Under the Russian occupation but little attempt was made to elevate the natives, while under the following ten or twelve years of "no government and military occupation" under the American flag there was little else but "rum and ruin." Though the improvement in the moral condition of these people during the last ten years has been marked, it must be admitted that they have not yet attained to anything like perfection.

Physically their manner of living has improved on the whole, but consumption and pneumonia prevail to an alarming extent. The governor suggests hospital treatment as the only way of providing proper treatment, and at the same time educating them in the care of themselves and the correct methods of living. He believes this to be due to them, and due to the protection of the whites.

The need of proper means of transportation for court officials, prisoners, witnesses, and jurors to and from the place of holding court is evident. The greatest hindrance to the rapid dispatch of public business is the want of such transportation, and the consequent difficulty in obtaining competent jurors. The governor recommends the purchase of a small vessel, fitted with one or two guns, for the use of the civil government. He specifies a warrant, for the arrest of certain persons charged with assault with attempt to kill, which is still unserved after a lapse of three months, because the marshal has no means of reaching the offenders. He also recommends the appointment of a commission to prepare a code of laws for the consideration of Congress, and urges that the mail facilities be increased by some special arrangement, suggesting the vessels of the Alaska Commercial Company or others. As an example of their postal difficulties he gives the following:

Some time in August last a letter was received from a missionary stationed in the Yukon district, complaining that they were in urgent need of an officer in that district who could administer oaths. * * * With all possible haste I issued him a commission as justice of the peace. That commission, however, is still in the mails, and he will not receive it before July next, at the earliest.

MINING.

Gold, silver, lead, zinc, and other minerals are found in the Territory, and many deposits of coal. The coal fields of the Kenai peninsula are very extensive and convenient of access. Coal from them can be delivered in San Francisco, it is estimated, at \$3.50 a ton. Its quality has been tested, and it is pronounced a cannel coal of great value. A large quantity has been taken out this year, and claims have been filed upon 3,200 acres of land.

FISHERIES.

The development of the immense resources of Alaska in respect to its fisheries has reached only its initial stage. The total pack of the present season at the salmon canneries will not much exceed 460,000 cases of four dozen pound cans. This is a falling off in the catch, although the last year's run was an exceptionally large one. One of the causes assigned for this is the diminution in the number of fish caused by over-fishing and the barricading of the streams so that the fish can not go up stream to deposit their spawn. The collector, to whom was assigned the duty of preventing the barricading of the mouths of the rivers, has not been able to give the matter attention, for want of transportation and money to defray expenses. Halibut are plentiful, and the attention of the fishermen is beginning to be called to this fishery as a source of profit.

In conclusion it is recommended that power should be conferred upon the governor to appoint justices of the peace and similar officers; that there should be provision for the extension of the land laws to Alaska; that arrangements should be made for the purchase of wood upon the public lands; that the fisheries should be regulated; that there should be Government hospitals for the treatment of chronic and hereditary diseases; that there should be a weekly mail-service in southeastern Alaska, and not less than four mails each way between Sitka and St. Michael's during the eight months best suited for traveling, with possibly a winter mail to the Yukon district overland; that the small steamer before referred to be provided; that a court-house should be built at Juneau; that a commission be appointed to prepare a code of laws, and that three deputy marshals should be provided for.

He closes by reverting to the need of representation of the Territory and its interests in some manner before Congress, and suggests that the governor should be permitted to reside in Washington during the session or a part of the session of Congress, to represent the Territory as its Delegate.

WASHINGTON.

Washington Territory has an approximate area of 66,800 square miles. The Cascade Mountains separate it into two distinct climatic divisions, differing widely in topography, in vegetation, and in soil. The climate of

[Whole Number 191

U. S. BUREAU OF EDUCATION.

REPRINT OF CHAPTER XVII OF THE REPORT OF THE COMMISSIONER
OF EDUCATION FOR 1889-90.

EDUCATION IN ALASKA

1889-90.

SHELDON JACKSON,
GENERAL AGENT.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1893.

CHAPTER XVII.

EDUCATION IN ALASKA.

REPORT OF THE GENERAL AGENT FOR THE YEAR 1889-90.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1890.

SIR: In compliance with the rules and regulations for the conduct of schools and education in Alaska, approved by the Secretary of the Interior, April 9, 1890, I have the honor of submitting the following, as the annual report of the general agent of education for the year ending June 30, 1890:

A.—NUMBER AND GENERAL CONDITION OF THE SCHOOLS IN ALASKA.

Alaska has 15 day schools, supported wholly by the Government, with a total enrollment of 1,110 pupils; 9 contract schools, containing 302 pupils, which are supported jointly by the Government and the missionary societies; 10 mission schools, with an enrollment of 297 pupils, which are supported wholly from the funds of the churches, and two schools sustained on the Seal Islands by the North American Commercial Company, under contract with the Treasury Department, and containing 79 pupils, making a total of 37 schools and 1,788 pupils.

I.—PUBLIC SCHOOLS.

1.—UNALASKA DISTRICT.

Unalaska (John A. Tuck, teacher).—Enrollment, 30; population largely Aleuts.

Prof. Tuck reached Unalaska in September, 1889, and renting a house from the Alaska Commercial Company, opened school with an average attendance of 6 pupils. In the absence of any school building, one end of his residence was fitted up as a schoolroom. So much interest was developed in the school that the pupils, with but few exceptions, continued at school during the Russo-Greek Church festivals, which are very numerous. Among the pupils were the grown-up daughters of the Russian priest.

Prof. Tuck reports that the rate of progress was almost all that could be desired.

With the opening of the next school year it is expected that the ladies of the National Home Mission Society of the Methodist Episcopal Church will enter into an agreement with the United States Bureau of Education to take charge of the school, several thousands of dollars having already been raised for that purpose.

The building they propose to erect will be known as the "Jesse Lee Memorial Home."

Unga (John H. Carr, teacher).—Enrollment, 24; population, Russian and Aleut.

Gratifying progress was made in the usual school studies and in temperance hygiene by those who were regular in their attendance.

The teacher pleads earnestly for some rule to secure more regular attendance.

The ladies of the National Home Mission Society of the Methodist Episcopal Church have purchased and shipped to Unga the materials for a teachers' residence, to be known as the "Martha Ellen Stevens Cottage."

2.—KADIAK DISTRICT.

Kadiak (W. E. Roscoe, teacher).—Enrollment, 67 ; population, Russian.

At the solicitation of the parents, Mr. Roscoe commenced his school a week in advance of the regular time of opening. The progress of the pupils proved very satisfactory, and the attendance fairly so.

Much inconvenience resulted from the number of holidays of the Russo-Greek Church. These are more than 200 during the year, and they greatly interfere with the regular attendance of the pupils.

During the year the Government erected a comfortable school building, which was greatly needed.

Afognak (John Duff, teacher).—Enrollment, 38 ; population, Russian and Eskimo.

The Rev. James A. Wirth, who had taught the school from the beginning and was greatly beloved by parents and pupils alike, resigned on account of the health of his wife. His resignation was received so late in the season that there was no time to procure a teacher from the states, and Mr. John Duff, who was already in that region, was appointed.

School was resumed on the 3d of October with 16 pupils, the attendance increasing to 24 during the first week.

From the first many of the parents took an interest in the school and scarcely a day passed that one or more were not visitors.

Geographical exercises on the map were an unfailing source of interest ; pupils that did not know half of their letters could point out the States of the United States and give their names correctly.

The ordinary school books speak of so many things that neither the children nor their parents have ever seen that it is difficult for them to understand what they are reading about. To remedy this somewhat Mr. Duff proposes to form a museum of common things in connection with the school and thus give the pupils object lessons in connection with their books.

An interesting feature of the year was the attendance of a number of children from outside villages.

The school has suffered greatly from intemperance, many of the children being on the verge of starvation because the parents had traded off the living of the family for liquor.

Frequently, in visiting his pupils, the teacher found them hungry and shivering in the corner of the room, and both the parents dead drunk.

A comfortable school building and teacher's residence were erected by the Government during the year.

Karluk.—A good school building and teacher's residence were erected during the year at this important point, and a school will be opened at the beginning of the next school year.

The number of villages of civilized Russians in this district requires many more schools than can be established with the amount appropriated by Congress for this purpose.

Professor Duff, of Afognak, estimates that there should be at least twenty additional schools in the Kadiak district.

3.—SITKA DISTRICT.

Sitka, No. 1 (Miss Ann D. Beatty, teacher).—Enrollment, 68, or one more than the total number of white children of school age in the village ; population, American and Russian. Among the pupils of this school are the children of the civil and naval officials who are stationed at the capital of the Territory.

Sitka, No. 2 (Miss Gertrude Patton, teacher).—Enrollment, 83 ; pupils, native Thlingets.

With 280 native children between 5 and 17 years of age in the village, there ought to be some way of securing a larger attendance than 83. A simple obligatory attendance law would work a great improvement in school attendance among the native population.

Juneau, No. 1 (Miss Rhoda A. Lee, teacher).—Enrollment, 33 ; pupils, Americans.

This is one of the most advanced schools in the Territory. Year by year the public sentiment of Juneau is improving. More families are moving in, and the white school reaps the benefit of this growth.

Juneau, No. 2 (Miss Cassia Patton, teacher).—Enrollment, 51 ; pupils, natives.

The best portion of this school and the pupils that made the most rapid and gratifying progress in their studies were those that came from the Model Home,

conducted by Rev. and Mrs. E. S. Willard and their assistants, Miss E. Matthews and Miss Jennie Dunbar, of the Presbyterian Mission.

Douglas City, No. 1 (Mrs. W. S. Adams, teacher).—Enrollment, 50; pupils, Americans.

During the year a comfortable school building was erected by the Government. Owing to delay in its completion the school was not opened until the 1st of February, 1890. The opening of this new schoolroom for the whites allayed the friction of last year, when the children of the whites and natives were compelled to use the same room or not go to school at all.

Mrs. Adams reports that her advanced pupils, in addition to their ordinary studies, have taken up natural history, botany, and simple lessons in mental science.

Douglas City, No. 2 (C. H. Edwards, teacher).—Enrollment, 92; pupils, native.

Douglas Island being the principal center of the mining interests, many natives come from distant villages to secure work for a longer or shorter period. They are constantly coming and going.

This creates great irregularity in the attendance of the children and greatly increases the work of the teacher.

Killisnoo (Miss May Ransom, teacher).—Enrollment, 32; pupils, Russians and natives.

Wrangell (Mrs. Lyda McA. Thomas, teacher).—Enrollment, 84; pupils, natives.

During the year the chief of the village acted as special policeman to look after all truants from school. The result was good, securing greater regularity in the attendance and more rapid advancement in their studies.

Klawack (Mr. Henry C. Wilson, teacher).—Enrollment, 66; pupils, natives.

After the resignation of Mrs. Currie, in the summer of 1889, no teacher was secured until the following spring, when Mr. Wilson reopened the school on the 1st of May, 1890.

Jackson (Miss Clara A. Gould, teacher).—Enrollment, 87; pupils, natives. During the winter a number of parents moved into the village for the purpose of placing their children in school.

Metlakahtla (William Duncan, teacher).—Enrollment, 179; pupils, natives.

This school is of more than ordinary interest from the fact that this settlement is composed of Tsimpseans, who, a few years ago, came over in a body from British Columbia to Alaska in order to secure greater religious and political freedom.

Mr. Ivan Petroff, special agent for Alaska of the Eleventh United States Census, in his report to the Census Bureau, commenting upon the school attendance of the Sitka district, says: "Considering the nature of the population, widely scattered in small settlements, the showing of 1,049 scholars in attendance out of a total of 1,755 persons between the ages of 5 and 17 years is certainly a remarkable one. The number of natives speaking English does not much exceed that of the scholars enrolled."

II.—CONTRACT SCHOOLS.

1.—SITKA DISTRICT.

Sitka Industrial Training School, Presbyterian (Prof. W. A. Kelly, principal with 17 assistants).—Boarding pupils, 164; natives.

Professor Kelly reports: "The past year has been one of marked progress, both in the schoolroom and in the industrial department. It is surprising how quickly the pupils learn English when deprived of their native tongue.

"Our school is distinctively coeducational. The boys and girls recite in the same classes, dine together in the same dining-room, and, under wholesome restraint, have opportunities for social intercourse.

"A few years of sedulous training have developed in some of our oldest pupils a spirit of emulation, a sense of personal responsibility, self-respect, self-reliance, and self-helpfulness which command respect. Most of our large boys, advanced far enough to read intelligently in the second reader, are learning a trade (all being in school half of each day and at work half a day), and the diligence with which they pursue their studies, the zest with which they enter upon industrial work day after day is most praiseworthy of them and encouraging to their instructors.

"All of the shoes for the pupils of our school are hand-made in our shop, under the direction of a competent foreman. Considerable custom work is also done.

"Our supply of barrels and half barrels far exceeds the demand, yet we con-

sider cooperating an excellent trade for our young men. Owing to high freight, barrels are usually made at the fishing stations where needed, and coopers are in demand at those places.

"We are always pressed with work in carpentry. The variety and scope of work have proved a most valuable source of instruction to the boys, most of whom are aptly adapted to mechanical industry. The boys have made commendable progress during the past year. Young men who can do carpenter work fairly well can find opportunity to ply their trade in any of the villages of Alaska.

"We have eight model cottages, six of which are occupied by young married couples from the school. These young folks have been thrown entirely upon their own responsibility and resources, and they are doing right well in earning a livelihood, while their houses are kept clean, neat, and homelike. The environments of family life among the young folk, in contradistinction to that in vogue among the natives, tend to create new conditions and inspire new impulses among their own people.

"The general work of the school, patching, mending, refitting, making new garments (aprons, towels, underwear, dresses), is no light task. Each girl 8 years old and upwards knits her own stockings, and the large girls find time to learn useful tidy work in order that they may be able to beautify their own homes with the work of their own hands.

"The girls are trained in every department of household industry, kitchen, dining-room, teachers' room, etc. Our girls numbering but fifty, the matron and her assistants find time to give each girl individual care in the details of housekeeping, thus gradually inculcating and developing a sense of personal responsibility.

"Our boys do the bread baking for the school, while the girls in turn are taught how to bake and cook for a family. This special instruction in the art of cooking is given in the teachers' kitchen, the cooking for the teachers and employes being done by our native girls. They are also trained to wait upon the table, and they serve the teachers and guests with grace and manners. Our young boys are also trained in our school kitchen and dining room.

"Our pupils, from the children to the adults, sing with a spirit and understanding that outrivals many of the public schools.

"Our brass band of 20 members dispenses music for the school and for the town on public occasions.

"We have a military company of 35 members. The guns were kindly loaned us by the governor of the Territory.

"Lessons in patriotism are constantly inculcated. The Alaskans are a loyal, patriotic people. Rev. A. E. Austin, the veteran missionary of the school, has charge of the religious and devotional exercises."

The time has fully come when a normal department should be added to this important school, and a beginning be made in training native teachers.

2.—KADIAC DISTRICT.

As yet there is no contract school in this important district, but the establishment of one on Wood Island is urged by the teachers of the several day schools.

Prof. Duff, of Afognak, writes, under date of March 21, 1890: "We must have, and that very soon, an industrial school in this district, into which can be gathered and taught, the hundreds of orphans and neglected children. They are nearly all as white and as capable of improvement as the children of New England, or any other part of the country."

Prof. Roscoe, of Kadiak, writes, under date of September 29, 1890: "In every settlement through this part of the country may be found poor, defenseless children, clothed only in rags, with no one to provide suitable food or clothing, and living entirely on such charity as may be found among a heathen people. There are many destitute children, made so by the drunkenness and hence vagabond character of their parents. In addition to a kind of beer which the natives themselves make from sugar and graham flour, they succeed in buying large quantities of whisky from sailors and the more reckless class of traders. The salmon canneries are, generally speaking, a curse to the natives. The Chinese employes bring, or rather smuggle, immense quantities of "samshu" into the country, and peddle it out to the natives. In the Aleut settlement of Afognak, the natives have sold the very fur bedding from their huts to obtain this vile stuff. The winter is upon them, and until recently they had been so demoralized with liquor that they had not laid in the usual winter's supply of dried fish, their main subsistence. Without money and provisions and cloth-

ing, what misery and want will there be in that village this winter, all because of intoxicating liquor!

“White hunters, recently arrived from the westward, tell me it is the same out there. The natives are demoralized by drink. Now, the future of this race is that, practically, they will perish from off the face of the globe unless they are Christianized—and that soon. It is a fact that the children do not generally show this terrible craving for strong drink. The pupils of my school are ashamed of their parents’ drinking, and we never see them drink any. It seems, therefore, to be rather an acquired habit than an inherited appetite. It is only right and just that our Government take orphan children and inebriates’ children and put them in a good industrial school under religious teachers, who, in addition to moral and intellectual training, will teach them the cultivation of the soil, the rearing of cattle, sheep, hogs, and poultry, the elements of some of the mechanical arts; and the girls the arts of sewing and cooking. Such a school can be and should be established in this vicinity.”

The establishment of such a school is under consideration by the Woman’s American Baptist Home Mission Society.

3.—UNALASKA DISTRICT.

The great distance of this district from the Bureau of Education, its remoteness from a post-office (2,500 to 4,000 miles), and its inaccessibility, portions of the field having communication with the outside world but once a year, have led to the very general establishment of contract schools in this section of Alaska. In these schools well-known missionary societies share with the Government the expense and responsibility.

Unalaska.—The ladies of the Woman’s Home Missionary Society of the Methodist Church are raising funds for the establishment of a school at this point.

Carmel (Moravian, Rev. Frank E. Wolff, principal, with 4 assistants).—Boarding pupils, 20; day pupils, 15; Eskimo. Of the boarding pupils 14 were boys and 6 girls. It is expected that additional buildings will be erected by the opening of the next school year.

Bethel (Moravian, Rev. J. H. Kilbuck, principal, with 4 assistants).—Boarding pupils, 30; day pupils, 9; Eskimo.

With regard to the school, Rev. J. H. Kilbuck reports, under date of May 28, 1890: “This past school year has been our best, more scholars having been enrolled, and in consequence a better average attendance.

“The great drawback we find to be the running back and forth of scholars to their homes, which is not conducive to progress. We are compelled to acquiesce at present in order to hold scholars who have parents. The orphans, of course, we have full control of, and we keep them steadily at school.

“The migratory habits of the people are the root of irregular attendance. The parents as a rule take out their children to help them in getting food and fur. It is only during the season of rest that we can hope to keep a large number of scholars. Of course it is absolutely necessary that the boys be trained early to get their living, hence we can not seriously object to the parents taking their children for this purpose.

“There are instances where parents send their children to school for the sole purpose of having them clothed, and then take them away after a short stay. This, however, never occurred before this year, and we will see to it that it will not happen again.

“As regards behavior we can not complain. There was a case or two of immorality, but severe and speedy measures soon put an end to that, and the general conduct of the boys has been more manly. Several of the boys have been taking music lessons during the year. They have made reasonable progress under the teaching of Signor Weber.

“From the reports you will see that brother Weber has taught the school all winter. Whenever I was at home I kept the boys in in the evening, when I would give them general instruction in descriptive and physical geography and physiology. These evenings were pleasant to teachers and scholars, and many of the latter took a deep interest in the lessons.

“In speaking English the boys, as a rule, make but slow progress. We will have to resort to compulsory measures before they will take up English in earnest.

“As in other years, the boys help in fishing, getting wood, and sawing and splitting firewood, and in general work they are quite a factor. As play is more pleasing to boy nature than work, it sometimes takes a good command of patience to keep them busy. The boys learn to get their food, as they supply us

with fresh meat during the winter and spring, with the aid of snares, powder, and shot, and traps."

Anvik (Episcopal, Rev. John W. Chapman, teacher).—Day pupils, 35; Indians.

During the summer of 1889, the school room was furnished with desks for 24 children, which to the gratification of the teacher, were filled. The progress of the scholars proved most satisfactory.

Rev. O. Parker writes, in connection with this school: "In closing this letter, I would say that both Mr. Chapman and I are still of the opinion that a boarding school is a necessary thing for the more successful carrying on of this work, and though we realize that a common school education should underlie all instruction in other branches, yet we feel it all necessary that mechanical branches should be taught as soon as possible. Perhaps a dozen boys' chests of tools and three or four sewing machines would enable us to make a beginning in that direction."

Kosoriffsky (Roman Catholic, Rev. P. Tosi, principal, with 6 assistants).—Boarding pupils, 29; Eskimo.

Nulato (Roman Catholic, Rev. A. Robaut, principal).—No report received.

Kingegan (*Cape Prince of Wales*), (Congregational, Messrs. H. R. Thornton, of Hampden Sidney, Va., and W. T. Lopp, of Valley City, Ind., teachers).—Population, Eskimo.

The teachers report: "The natives are peaceable, friendly, and intelligent, instead of ferocious, hostile, and stupid, as we were led to expect. We do not now entertain any fear of violence from them, and they already seem attached to us. In appearance they are a fine-looking set of people—robust and healthy—something like very good looking mulattoes, but with better features, and often brilliant color. In school they show as much intelligence as white children would under similar circumstances. We have now 65 pupils enrolled, although five-sixths of the population are absent on trading voyages. In fall, winter, and spring we think we shall have at least 300 pupils. This is the largest settlement on the coast and would form a valuable center of missionary work for the neighboring settlements at Port Clarence, the Diomedé Island (middle of strait), Kotzebue Sound, Kings Island, etc.

The children are very sweet and attractive. We have never seen any signs of a fight or even a quarrel among them; nor have we seen any of them show any inclination to disobey their parents, a most remarkable fact, we think.

Point Hope (Episcopal, Mr. John B. Driggs, teacher).—Population, Eskimo.

Point Barrow (Presbyterian, Mr. L. M. Stevenson, of Versailles, Ohio, teacher).—Population, Eskimo.

These last three schools are in Arctic Alaska, and will be noticed more at length later on in the report.

III.—OTHER SCHOOLS.

Unalaklik ("Swedish Evangelical Mission Covenant in America," Messrs. Axel E. Karlson and Aug. Anderson, teachers).—Pupils enrolled, 40 (31 boys and 9 girls); Eskimo.

Yakutat ("Swedish Evangelical Mission Covenant in America," Rev. Albert Johnson and Rev. K. J. Henrickson, teachers).—Population, Thlinget; pupils 30.

Nuklukahyet ("Church Missionary Society," London, England, Rev. and Mrs. T. H. Canham, teachers).—Population, Athabaskan Indians; pupils, 40.

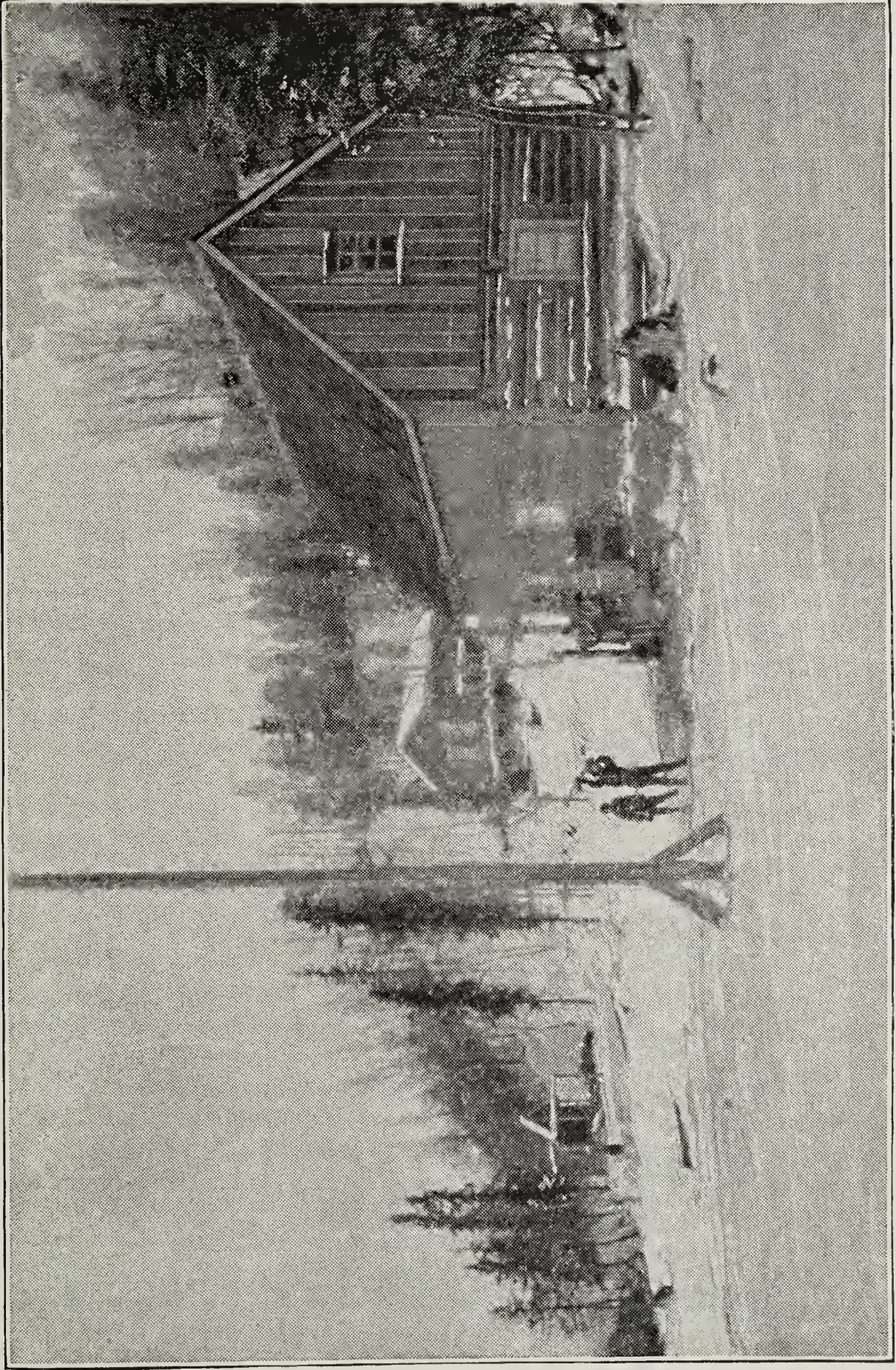
This school was established in the summer of 1888, and has been taught in the Indian tongue. Drawing all of their supplies from England by way of Hudson Bay and across the continent by dog train the teachers have been much hampered by the want of suitable books and other facilities. Arrangements are in progress to transfer this mission to the Protestant Episcopal Mission Society of the United States and reorganize the school on an English speaking basis as one of the contract schools of this department.

Hoonah (Presbyterian, Rev. and Mrs. John W. McFarland, teachers).—Population, Thlinget; pupils; 126.

Juneau (Presbyterian, Rev. Eugene S. Willard in charge with 3 assistants).—Attendance, 21 Thlingets.

This is a home where these children are taken from their parents, or received as homeless waifs, and lodged, fed, clothed, and trained as in a Christian family. It is a practical exhibition of Christian philanthropy, and is accomplishing much good.

Juneau (Roman Catholic, Sisters of St. Ann, Sister Mary Zeno, superior, with 2 assistants).—Attendance, 40; mainly white children.



Protestant Episcopal Mission, Anvik, Alaska, 1890. (Page 1250.)

Douglass City (Friends, Mr. and Mrs. S. R. Moon in charge).—No statistics received.

Jackson (Presbyterian, Mrs. A. R. McFarland in charge with 1 assistant).—This is a home similar to the one at Juneau.

St. Paul Island (North American Commercial Company, Simeon Milevedoff, teacher).—Population, Aleut; attendance, 50.

St. George Island (North American Commercial Company, Dr. A. L. Noyes, teacher).—Population, Aleut; attendance, 29.

This and the preceding school on St. Paul are the two that are maintained on the Seal Islands in accordance with the terms of the lease issued by the U. S. Treasury Department.

Through the influence of the priest of the Russo-Greek Church, the people are reluctant to have their children learn the English language.

Mr. Charles J. Goff, Treasury agent in charge of the Seal Islands, writes in his annual report to the Department: "Mr. Milevedoff was energetic and untiring in his efforts to advance the pupils, but there is very little interest taken by them in English speaking schools, so that there was but little progress made."

Russian.—In addition to the above are a number of Russo-Greek parochial schools, supported by the imperial Government of Russia, which will be enumerated in the tables of school attendance.

The statistics of these schools have been furnished by Mr. Ivan Petroff, special agent for Alaska of the Eleventh Census.

B.—RULES AND REGULATIONS FOR THE CONDUCT OF SCHOOLS AND EDUCATION IN THE DISTRICT OF ALASKA.

During the winter of 1890 the rules and regulations for the conduct of public schools in Alaska, approved by the Secretary of the Interior, June 15, 1887, were revised and amplified by the Commissioner of Education, and approved by the Secretary of the Interior, April 9, 1890, and are as follows:

By virtue of the power conferred upon the Secretary of the Interior by act of Congress of May 17, 1884, authorizing him to make needful and proper provision for the education of children of school age in the Territory of Alaska, without reference to race until such time as permanent provision shall be made for the same, the following rules and regulations for the government of the public schools in Alaska are hereby promulgated:

GENERAL MANAGEMENT.

SECTION 1. The general supervision and management of public education in Alaska is hereby committed to the Commissioner of Education, subject to the direction and control of the Secretary of the Interior.

SEC. 2. The Commissioner of Education is authorized—

- (a) To appoint district superintendents and local school committees.
- (b) To establish common schools in every settlement where there are children in sufficient number, and at least one school in every tribe or large settlement of the natives.
- (c) To enter into agreement with missionary societies for the maintenance of boarding and industrial training schools, especially among the wild tribes and more inaccessible regions.
- (d) To provide plans and contract for the erection of school buildings; and where necessary, residences for the teachers.
- (e) To approve of the appointment of teachers and regulate the amount of their salaries.
- (f) To provide necessary books and other school supplies.
- (g) To make such recommendations to the Secretary of the Interior as the interest of education in Alaska may seem to require.

SUPERVISION.

SEC. 3. A superintendent of education, to be known as the general agent of education for Alaska, shall be appointed by the Secretary of the Interior, upon the recommendation of the Commissioner of Education, and shall hold the position during the pleasure of the Secretary, and until his successor be appointed.

He shall receive from the Government for his services as general agent an annual salary of \$1,200.

SEC. 4. The general agent of education shall have a desk in the Bureau of Education; but during the six months of the year (summer) when it is possible to go from place to place in Alaska, he shall give his personal attention and supervision to the school work in the Territory.

SEC. 5. He shall be allowed necessary traveling expenses while on duty.

SEC. 6. It shall be the duty of the general agent to exercise special supervision and superintendence over the public schools and teachers in the Territory, subject to the approval of the Commissioner of Education.

SEC. 7. He shall have power, subject to the approval of the Commissioner of Education—

- (a) To select and appoint the teachers of the public schools, to prescribe their duties, and to fix their salaries.
- (b) To provide general rules for the government of the schools and the attendance of the children.
- (c) To prescribe the series of text-books to be used in the public schools and to require all teaching to be done in the English language.
- (d) To select the location of schoolhouses, to provide plans for the same, to draw up contracts for the erection of said buildings for the approval and signature of the Commissioner of Education, and to lease houses for school purposes.

SEC. 8. Requisitions for all materials for the erection of school buildings, articles of school furniture, supplies of books, stationery, and other necessary materials for the use of the schools shall be made by the general agent upon the Commissioner of Education, and when such requisitions are approved by the Commissioner they shall be transmitted to the Secretary of the Interior for his approval, and when approved by him the supplies will be purchased by the Commissioner of Education, and paid for as hereinafter provided.

SEC. 9. The general agent of education, at least three months in advance of the close of the scholastic year, shall submit to the Commissioner of Education detailed estimates of the probable necessary expenses for the support of the Territorial schools for the next fiscal year, including therein the erection of school buildings, the pay of school officers and teachers and other employes, traveling expenses of the general agent and the district superintendents, rents, fuel and lights, furniture, school books, apparatus, and all other necessary expenses for the maintenance of the schools.

SEC. 10. All salaries, expenditures, and other claims for the payment of educational expenses in Alaska must be audited by the general agent of education, or in his absence by the assistant agent (hereinafter provided for), approved by the Commissioner of Education, and when approved by him transmitted to the Secretary of the Interior for his approval, and when so approved, will be paid out of the funds appropriated by Congress for the education of the children of the Territory.

SEC. 11. In cases of special emergency the general agent, district superintendent, or local school committee, may incur expenditures for immediate necessary school purposes in advance of the approval of the Commissioner of Education, but such liabilities shall be only for unforeseen and necessary purposes, and shall in no case exceed \$100.

SEC. 12. Whenever such extraordinary expense is incurred the general agent, superintendent, or local committee making the same, shall make an immediate report thereon in writing, to the Commissioner of Education, setting forth the reasons for incurring said expense, and transmitting properly signed and audited vouchers for the payment thereof.

SEC. 13. In the preparation of estimates, vouchers, and other official forms and papers, the blanks approved by the Treasury and Interior Departments shall be used.

SEC. 14. As far as possible the general agent shall visit each school district once in two years.

SEC. 15. The general agent shall make a report at the end of the school year to the Commissioner of Education, which report shall embrace—

- (a) Number and general condition of all the schools in the Territory.
 1. Public schools in—
 - Unalaska district.
 - Kadiak district.
 - Sitka district.
 2. Contract schools.
 3. Other private and church schools.
- (b) Rules and regulations prescribed by the general agent for the government of the schools and the duties of the teachers.

- (c) School census, monthly attendance, etc.
 1. Census of population and of children of school age.
 2. Statistics of enrollment, average attendance, etc.
 3. Branches of study taught and number of pupils in each.
 4. Other statistics when possible.
- (d) Personnel.
 1. General agent, district superintendents, school committees, and clerk; their pay.
 2. Government school teachers and their pay.
 3. School policemen and their pay.
- (e) School houses.
 1. The number, location, and seating capacity of the school buildings owned by the Government.
 2. The number, location, seating capacity, and rental of rented buildings.
 3. The number, location, seating capacity, and cost of school buildings erected during the year.
- (f) Any and all information, suggestions, and recommendations that may be useful for the advancement of education in Alaska or that may be required by the Commissioner of Education.

SEC. 16. The Commissioner of Education is hereby authorized to employ a person, to be known as the assistant agent, at a salary of \$100 per month, to be paid out of the fund appropriated by Congress for education in Alaska, whose duties shall be, under the direction of the general agent—

- (a) To attend to the Alaska correspondence.
- (b) To take care of the Alaska files.
- (c) To keep the accounts with the Alaska fund.
- (d) In the absence of the general agent to audit the accounts of the teachers.
- (e) And to prepare Alaska papers, vouchers, etc., for submission to the Commissioner of Education, and in every possible way to assist the Commissioner and the general agent.

SCHOOL DISTRICTS.

The Territory of Alaska is divided into three school districts, which shall conform to the geographical divisions known as Sitka, Kadiak, and Unalaska, as follows:

SEC. 17. Sitka, comprising all southeastern Alaska, with an area of 28,980 square miles.

SEC. 18. Kadiak, comprising the region from Mount Saint Elias westward to Zakharoff Bay, with an area of 70,884 square miles.

SEC. 19. Unalaska, comprising the region from Zakharoff Bay westward to the end of Aleutian Islands and northward to the Arctic Ocean, with an area of 431,645 square miles.

SEC. 20. In the Sitka district the Commissioner of Education shall appoint a district superintendent of schools at a salary of \$40 per month, and he shall hold the position during the pleasure of the Commissioner and until his successor be appointed.

SEC. 21. It shall be the duty of the district superintendent to exercise local supervision over the Government schools and teachers in his district.

SEC. 22. He shall visit all the schools of his district at least twice a year and keep the general agent informed of their condition and wants as to school buildings, repairs, and supplies, the manner in which teachers perform their duties, and make such recommendations as may seem important to the best interests of the schools.

SEC. 23. He shall make an annual report to the general agent of education of the condition of schools in his district.

SEC. 24. He may once a year hold a teachers' association at such time and place as in his judgment will best promote the interest of the schools.

SEC. 25. He shall be allowed necessary traveling expenses in the discharge of his official duties.

SEC. 26. Until the schools become more numerous and the means of communication more frequent, the general agent of education shall be ex-officio district superintendent of the Kadiak and Unalaska districts.

SEC. 27. In any village in Alaska containing a sufficient number of suitable persons the Commissioner of Education may at his discretion appoint three persons who shall act as a local school committee.

SEC. 28. The duties of the school committee shall be—

- (a) To visit and inspect the schools of the village, advise with the teachers, and make such recommendations to the district superintendent with regard to the schools as may seem proper.
- (b) With the written approval of the Commissioner of Education, they shall provide fuel, make repairs on buildings, and purchase local supplies.
- (c) If a school building is under contract in the village, it shall further be their duty to act at the building committee and see that the contractor fulfills his agreement. At the completion of the said building they shall examine the same and certify to the Commissioner of Education that the building has been erected and finished in accordance with the terms of the contract and in a workmanlike manner.

SEC. 29. The children shall be taught in the English language, reading, writing, arithmetic, geography, oral history, physiology, and temperance hygiene. No text-books printed in a foreign language shall be allowed. Special efforts shall be put forth to train the pupils in the use of the English language.

SEC. 30. All public schools shall be open to all children without reference to race.

SEC. 31. In suitable weather, at the opening of each school in the morning, a United States flag shall be raised, and at the close of school in the afternoon the the same shall be taken down.

SEC. 32. The Sitka training school shall teach the primary branches of industrial education. The boys shall be taught shoemaking, carpenter and cabinet work, printing, and such other trades as are of use in the Territory, while the girls shall be instructed in intelligent housekeeping and household industries.

Pupils in the Government day schools developing unusual aptness in learning and wishing increased advantages, shall be received into the Sitka training school upon the written request of the general agent or district superintendent.

The above "Rules and Regulations for the Conduct of Public Schools and Education in the Territory of Alaska," in sections numbered from 1 to 32, inclusive, are hereby approved to take effect July 1, 1890.

JOHN W. NOBLE,
Secretary of the Interior.

Hon. W. T. HARRIS, LL.D.,
Commissioner of Education.

WASHINGTON, D. C., April 9, 1890.

TABLE 1.—*Enrollment and monthly attendance, 1889-'90.*

Station.	No. of days taught.	No. enrolled during year.	September.		October.		November.		December.	
			Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
St. Paul, public day school	120	50	50	17	50	17	50	17	50	17
Unalaska, public day school	184	30			17	6	19	16	17	15
Ureka, public day school	179	24			19	14	18	14	17	13
St. George, public day school	120	29	29	20	29	20	29	20	29	20
Auvik, contract school	102	35							31	21
Kozoriffsky, contract school	273	29	25	25	25	25	25	25	25	25
Bethel, contract school	150	39	35	25	29	26	31	26	31	25
Carmel, contract school	191	35	13	7	31	22	29	28	30	26
Unalaklik, Swedish school	157	40			30	29	30	23	30	26
Nuklukahyet, Episcopal school	200	40								
Total, Unalaska district	1,676	351								
Kadiak, public day school	196	67	42	21	55	40	52	37	53	32
Afognak, public day school	180	38			26	21	26	22	30	23
Total Kadiak district	376	105			81	61	78	59	83	55
Sitka No. 1, public day school	190	68	45	28	44	34	45	39	43	31
Sitka No. 2, public day school	190	83	33	13	34	13	34	20	35	16
Killisnoo, public day school	175	32	12	10	30	22	25	19	12	9

TABLE 2.—Number in sundry branches of study.

	Primary chart.	First and second readers.	Third and fourth readers.	Spelling.	English language lessons.	Geography.	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance hygiene.	United States history.	Writing.	Use of tools.	Sewing.	Number of classes.
<i>Public day schools.</i>																
Sitka:																
No. 1	6	17	9	33		19	34	8		21		5	31			20
No. 2	23	11	1	35	35		35						35			18
Juneau:																
No. 1	5	8	16	24	24	17	28	2	10		12	3	28			26
No. 2	12	17		17	35		22		35		3		35			19
Douglas:																
City, No. 1	12	12	11	11	10	10	16	11	23	10	10		11			20
City, No. 2	16	29	7	11	7	7	13		23			2	13			20
Killisnoo	20	8	2	4	1	4	30	2	30		2	2	30			9
Wrangell	4	29	19	52	14	24	52		52		23		52		28	11
Jackson	21	26	25	51	80	4	45	4	80	4	4	4	80			26
Klawack	28	35	4				22						46			12
Kadiak	16	21	18	55	53	6	55	6	55		18		55	32		7
Unga	4	5	11	16	8	4	16		15		9		15			20
Unalaska		14	6	14	8	14	14				8		14			12
Afognak	9	11	4	28	28	4	2		28		28	4	28	18		12
Metlakahtla	60	64	41	165	165	41	165					105	165			4
<i>Contract schools.</i>																
Anvik	28	2		9	9	3	2		24				12			10
Kosoriffsky																
Bethel	24	10	1	35	34		35						35		4	5
Carmel	21	10		10			31						31		6	9
Sitka	12	108	9	148	144	68	148	2	100	57	164	9	148	75	60	36

TABLE 3.—Table showing highest enrollment 1885-1890.

	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.
<i>Public schools.</i>					
Sitka:					
No. 1	51	55	60	51	68
No. 2		70	71	46	83
Juneau:					
No. 1	75	93	25	29	33
No. 2			67	47	51
Douglas City:					
No. 1			67	52	50
No. 2					92
Killisnoo	50	58	44	22	32
Wrangell	70	89	106	59	84
Jackson	87	96	110	91	87
Klawack		124	81	31	66
Hoonah	165	70	136		126
Kadiak		37	81	52	67
Unga		29	25		24
Unalaska	45				30
Kurluk					
Afognak		30	24	47	38
<i>Contract schools.</i>					
Sitka		100	186	170	164
Bethel		13	17	26	39
Carmel			21	20	31
Nulato					
Kosoriffsky					29
Anvik				30	35
Metlakahtla			170	166	179

CONTRACT SCHOOLS.

TABLE 4.—Amount contributed by the churches to supplement the work of the Government. Amount apportioned by the Government to the contract schools for 1891-92.

Denominations of schools.	Value of buildings and plant erected by the church.	Number of teachers and employes.	Number of children fed, clothed, lodged, and taught.	Number of day pupils.	Paid out by church during 1890.	Paid out by the church during 1890 in addition to the amount received from Government.	Appropriated by the Government to the schools for 1891.	Total to the denomination.	Pro rata for boarding pupils based on the attendance of 1890.*
Presbyterian	\$95,000	37	210	126	\$39,346	\$22,346		\$15,000	\$59.52
Sitka			164				\$10,000		
Juneau			24						
Hoonah				126			3,000		
Jackson			22						
Point Barrow							2,000	2,500	82.75
Roman Catholic		10	29		2,500				
Kosoriffsky							1,500		
Nulato							500	3,000	250.00
Vancouver							500		
Protestant Episcopal	5,000	3		35	6,000	3,000		2,000	111.11
Anvik				35			1,000		
Point Hope							2,000	2,500	47.17
Moravian	11,000	10	50	10	8,412	6,412	1,500		
Bethel							1,000	2,000	100.00
Carmel									
Methodist Episcopal	1,102	2		54	2,207	1,007	1,000		
Unalaska				30			1,000	2,000	62.50
Unga				24			1,000		
Congregational	3,000	2		60	5,491	3,491		2,000	100.00
Cape Prince Wales	3,000						2,000		
Swedish Evangelical	7,500	4		70				1,500	82.50
Unalaklik				40			1,000		
Yakutat				30			500	1,000	-----
Reformed Episcopal									
St. Lawrence Island					3,000	2,000	1,000		

* Three-day pupils are considered as equivalent to one boarding pupil.

D.—PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, \$1,200.

BOARD OF EDUCATION.¹

Name.	State.	Salary.
Governor Lyman E. Knapp	Vermont	\$200
Judge John H. Keatley	Iowa	200
Hon. James Sheakley	Pennsylvania	200
Dr. Sheldon Jackson	Alaska	200
Mr. William Duncan	do	200

TEACHERS OF PUBLIC SCHOOLS.

Name of teacher.	State.	School.	Salary.
John A. Tuck	Maine	Unalaska	\$1,090
John H. Carr	Washington	Unga	1,000
W. E. Roscoe	California	Kadiak	1,000
John Duff	Illinois	Afognak	1,000
Anna D. Beatty	New York	Sitka, No. 1	720
Gertrude Patton	Pennsylvania	Sitka, No. 2	720
May Ransom	California	Killisnoo	720
Rhoda A. Lee	New York	Juneau, No. 1	900
Cassia Patton	Pennsylvania	Juneau, No. 2	720
Mrs. W. S. Adams	Alaska	Douglass, No. 1	720
C. H. Edwards	Kansas	Douglass, No. 2	720
Mrs. W. G. Thomas	West Virginia	Fort Wrangell	900
H. C. Wilson	Ohio	Klawack	1,000
Clara A. Gould	West Virginia	Jackson	900

¹ In the new rules and regulations approved by the Secretary of the Interior April 9, 1890, this Board created in 1887 was discontinued, experience having proved that it did not work well, and a system of local school committees was inaugurated.

TEACHERS AND EMPLOYÉS IN CONTRACT SCHOOLS.

Anvik (Episcopal).—Rev. John W. Chapman, Vermont.

Point Pope (Episcopal).—John B. Briggs, M. D., Delaware.

Kosoriffsky (Roman Catholic).—Rev. Paschal Tosi. Mr. B. Cunningham, Mr. John Negro, Sister Mary Stephen, Sister Mary Joseph, Sister Mary Paulina.

Cape Vancouver (Roman Catholic).—Rev. Joseph Treca, Rev. Paul Muset, Mr. John Rosati.

Nulato (Roman Catholic).—Rev. Robaut, Rev. Ragaru.

Bethel (Moravian).—Rev. John H. Kilbuck, Rev. Ernst L. Weber, Mrs. John H. Kilbuck, Mrs. E. L. Weber, Miss Lydia Lebus.

Carmel (Moravian).—Rev. Frank E. Wolff, Mrs. F. E. Wolff, Miss Mary Huber, Miss Emma Huber, Rev. J. A. Schoechert.

Cape Prince of Wales (Congregational).—Mr. H. R. Thornton, of Virginia; Mr. W. T. Lopp, of Indiana.

Point Barrow (Presbyterian).—Mr. Leander M. Stevenson, of Ohio.

Sitka (Presbyterian).—Mr. William A. Kelly, principal, Rev. A. E. Austin, chaplain, Mrs. A. E. Austin, Miss Anna R. Kelsey, Miss Mate Brady, Mr. J. A. Shields, Miss Carrie E. Delph, Miss Ida M. Rogers, Miss Kate A. Rankin, Mrs. A. T. Simson, Mr. A. T. Simson, Mrs. M. C. Devore, Mrs. Josie Overend, Mr. Ernest Struven, Mrs. Tillie Paul (native), Mr. William Wells (native), Mr. Edward Marsden (native), William F. Arnold, M. D.

Metlakahla.—Mr. William Duncan, teacher, with several native assistants.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

Unalaklik (Swedish Evangelical).—Rev. Axel E. Karlson, Aug. Anderson.

Yakutat (Swedish Evangelical).—Rev. Alb. Johnson, Rev. K. J. Henrickson.

Hoonah (Presbyterian).—Rev. John W. McFarland, Mrs. M. D. McFarland, Miss Dora Davis (native).

Juneau (Presbyterian).—Rev. Eugene S. Willard, Mrs. E. S. Willard, Miss Elizabeth Matthews, Miss Margaret Dunbar, Rev. S. H. King, Mrs. S. H. King.

Jackson (Presbyterian).—Mrs. A. R. McFarland, Miss C. A. Baker, Rev. J. Loomis Gould, Mrs. J. L. Gould.

Juneau (Roman Catholic).—Rev. John Althoff, Sister Mary Zeno, Sister Mary Peter, Sister Mary Bousecouer.

Douglas (Friends).—Mr. S. R. Moon, Mrs. S. R. Moon, Mr. E. W. Weesner, Mrs. E. W. Weesner.

North American Commercial Company.—Simeon Milevedoff, St. Paul Island; A. L. Noyes, M. D., St. George Island.

E.—SCHOOL BUILDINGS.

During the year a comfortable frame schoolhouse and teacher's residence combined, 31 by 55 feet in size, were erected at Kadiak, Karluk, and Afognak, at a cost of \$2,700 each; at Douglas a substantial frame schoolhouse, 20 by 30 feet in size, at a cost of \$1,200, and at Chilkat a log schoolhouse, 20 by 30 feet in size, for \$350.

EDUCATION IN THE EAST.

Of the Alaskan children at Eastern schools, Miss Frances Willard graduated in June, 1890, at a young ladies' seminary at Elizabeth, N. J. She will return to Alaska this summer, and be appointed assistant teacher in the industrial school at Sitka.

Mr. Frederic Moore, of the Hoochinoo tribe, whom I brought East in the fall of 1886, and placed in the school at Mount Hermon, Mass., will also return to Alaska this season as Government teacher of the school at Hoonah.

In the fall of 1887, at the expense of Mrs. Elliott F. Shepard, of New York, I brought to Eastern schools Frederic Harris, Henry Phillips, Minnie Shotter, Flora Campbell, and Florence Wells, native children, and Olga Hilton (Russian) from the industrial school at Sitka, and Blanche C. Lewis, native, from Fort Wrangel.

The two boys were placed in the Indian training schools at Carlisle, Pa., and the five girls at the young ladies' seminary, Northfield, Mass.

Frederic Harris, after making good progress in his studies and in learning the

tinsmith business, was taken sick from peritonitis, and died in the school hospital on the 10th of June, 1890.

Henry Phillips, having learned the printer's trade, has now gone into the machine shop, where he is making good progress.

Florence Wells, Blanche Lewis, and Olga Hilton are still at Northfield. Flora Campbell has been changed from the school at Northfield to one at Orange, N. J., where she is receiving drill as a kindergarten teacher.

Minnie Shotter having developed a weakness in her eyes, will return home to Douglas, Alaska, where she will teach instrumental music.

This coming fall, David Skuviuk and George Nocochnuke, Eskimo boys from the Kuskoquim Valley, will be taken East by Mrs. Bachman, and placed in the Indian training school at Carlisle, Pa.

George and William Fredericks, of the Yukon Valley, will be sent by the Episcopalians to the Episcopal Institute at Burlington, Vt., Edward Marsden of the Presbyterian training school at Sitka, to Marietta College, Ohio, and Shawan Sheshdaak of Fort Wrangel, to the Educational Home at Philadelphia.

Through the liberality of Mr. Rudolph Neumann of the Alaska Commercial Company, I have arranged to send to the California normal school for teachers at San Jose, Miss Mattie Salamatoff, orphan daughter of a former Russo-Greek priest at Belkoffsky.

When Alaska secures much needed laws to increase regular attendance of the native children at school, then there will be room and a call for many native teachers.

SCHOOLS ESTABLISHED IN ARCTIC ALASKA.

In the extension of the school system over all Alaska a commencement has been made within the Arctic Circle. Contract schools have been established at Point Barrow, Point Hope, and Cape Prince of Wales, the three principal villages on the Arctic coast of Alaska.

This commencement involves much that is new and unusual in school work. The location of the schools is in a region so remote and inaccessible that they are outside the world's commerce. In August, when the ice will permit, a few whalers sail by, and a United States revenue marine steamer makes an annual call, bringing the yearly mail and supplies. With the departure of the steamer the settlement is cut off for another eleven months from the world. There are years, however, when the northernmost school, Point Barrow, can not be reached at all during the season, and the teacher will be two years without a mail or a fresh supply of provisions. And there is always the liability that a succession of severe seasons will isolate him for several years.

Under the shadow of this possibility it is a relief to know that at this station, where the greatest danger is, the Government has a refuge station for shipwrecked whalers, with provisions in store sufficient to last 20 men 5 years. If this supply should be exhausted before relief came, the teacher would be compelled to adopt the diet of the country, to wit, whale blubber and seal meat.

The food, clothing, and supplies for the teachers and the supplies for the schools must needs be taken annually on a Government vessel or a chartered schooner from San Francisco, between 3,000 and 4,000 distant.

In an area as large as all of the New England and Middle States combined, the three schools recently established occupy only the strategic places, separated hundreds of miles from each other. They are the central points from which future schools may be established.

The location of these schools in a region where the winter term is one long night presents new problems. The constant need of lamps in the schoolroom is a matter of course. But a greater difficulty is experienced in the confusion of time which arises from the absence of the sun to mark the alternate periods of day and night.

Without a marked difference in the light between noon and midnight, all knowledge of time among a barbarous people becomes lost. They know no difference between 9 o'clock a. m. and 9 o'clock p. m. Consequently, when the school bell rings out into the Arctic darkness at 9 o'clock a. m. some of the pupils have just gone to bed, and are in their first sound sleep. Roused up and brought to the schoolroom, they fall asleep in their seats. Many of the pupils have come to school without their breakfasts; with sleepy bodies and empty stomachs they are not in the best condition to make progress in their studies. Then, bearing in mind the fact that these children are wholly undisciplined and unaccustomed to restraint, the greatness of the task before the teacher begins to be appreciated.

The schools are for the Arctic Eskimo, with their strange tongue and unwritten language. Consequently at the opening of school the teacher could not understand what the pupils said or the pupils understand the instruction of the teacher. In two or three schools the teachers were unable to secure interpreters.

The schools being located among an uncivilized and barbarous people, living in earth huts and disregarding all the laws of health, it became necessary, not only to erect the schoolhouse, but also the teacher's residence, and, as far as possible, make both cold-proof with double walls, floor, and roof.

The materials for these houses had to be taken from San Francisco on a chartered vessel, landed through the breakers on a coast without a harbor, and carried on the shoulders of men and women to the site of the buildings.

Again, the schools were located among a people who were not only uncivilized, but also were reported by the whalers to be savages. At one of the stations whalers have for years been afraid to drop anchor lest they should be attacked and murdered by the natives. At that station two young men are in charge of the school. They are the only white men in that region and thousands of miles from troops or even a policeman. Further, the schools are located among a famishing population where the teachers have to do not only with the intellectual training, but also with the physical well-being, the general uplifting of the whole population out of barbarism into civilization. This involves questions of personal cleanliness, health, diet, improved habitations, drainage, and above all at present an increased food supply. The people are on the verge of starvation, and the schools must provide and instruct them in new industries which will furnish a better support.

As the schools will necessarily be much of the time out of the reach of control and supervision, the coöperation of well-known and responsible missionary organizations was sought, with the result that the American Missionary Association of the Congregational Church took charge of the school at Cape Prince of Wales, on Bering Straits, the Episcopal Missionary Society the one at Point Hope, and the Presbyterian Home Missionary Society the one at Point Barrow.

The money for the establishment of the school at Point Barrow and the erection of the buildings was contributed by Mrs. Elliott F. Shepard, of New York; that for Cape Prince of Wales by the Congregational Church of Southport, Conn.

Cape Prince of Wales is the most western school in America, and Point Barrow the most northern. Point Barrow is farther north than the celebrated North Cape of Europe. These schools are assisted by the United States Bureau of Education. While negotiations were in progress with the missionary societies, an appeal was published in a number of the newspapers of the United States for volunteer teachers for the schools to be established at Point Barrow and Cape Prince of Wales. The call set forth the facts that the schools were beyond the pale of civilization, where communication with the outside world could be had but once a year; that they were among a barbarous and perhaps savage people, where the risks were so great that ladies would not be allowed to go, and where the lives of the men would not be guaranteed. Notwithstanding the hazardous and trying nature of the work, there were 24 applicants for the schools, some 12 of whom were ladies.

Prof. L. M. Stevenson, of Versailles, Ohio, was selected for Point Barrow; Dr. John B. Driggs, of Delaware, for Point Hope; and Mr. H. R. Thornton of Hampden Sidney, Va., and Mr. W. T. Lopp, of Valley City, Ind., for Cape Prince of Wales.

A vessel, the *Oscar and Hattie*, was chartered at San Francisco to take up the materials for the buildings and supplies for the teachers and schools. The teachers found passage as far as Port Clarence, Bering Sea, on the steamer *Jennie*, tender to the whaling fleet, and from Port Clarence to destination on the whalers.

I was kindly furnished transportation on the U. S. R. M. S. *Bear*.

At noon on the Fourth of July the *Bear* dropped anchor in the open roadstead off the village Kingegan, Bering Straits. That afternoon, on the shores separating the Arctic Ocean from Bering Sea, and in front of the snow-capped mountains of Asia, plainly visible for miles, we celebrated our Fourth of July by laying the foundations of the first public-school building in Arctic Alaska.

Upon the completion of the school building the *Bear* weighed anchor, sailed through Bering Straits into the Arctic Ocean, and 200 miles to the northward dropped anchor under the light of the midnight sun at Point Hope.

Here again all hands that could be spared were sent ashore to work at the

school building. After completing the building we again turned our faces toward the North Pole.

After various detentions by the great ice field of the Arctic, on the 31st day of July we reached Point Barrow, over 800 miles north and east of Bering Straits. The next day, running before a gale, we rounded the northern end of the continent and anchored on the eastern side of the Point.

On the northernmost bluff of the continent was established probably the northernmost school in the world.

SUPERVISION.

Through the special permission of Hon. William Windom, Secretary of the Treasury, and the courtesies of Capt. L. G. Shepard, Chief of the Revenue Marine Service, Capt. M. A. Healy, commanding the U. S. R. M. S. *Bear*, and Capt. A. C. Coulson, commanding the U. S. R. M. S. *Rush*, I was able to inspect, for the first time in four years, the schools at Afognag, Kadiak, Unga, and Unalaska, and also visit the settlements on the Bering Sea and Arctic coasts of Alaska.

Mr. Windom, in furnishing me with transportation, recognized the fact that the revenue vessels visiting the native settlements of Alaska had, "in addition to routine duties, the philanthropic work of caring for and assisting the native peoples."

In a letter concerning the trip he says: "The ordinary duties of the revenue marine have been greatly augmented on the North Pacific and Arctic station by the service which it renders in affording aid and protection to the natives, who are often in peril and distress from the rigors of the climate, the exposed condition of the country, and their lack of knowledge in the ways of civilization. The service is doing good missionary work, and is an important factor among the instruments which are being utilized to improve the interests of these people."

The trip of the U. S. R. M. S. *Bear* was the ordinary annual cruise of one of the U. S. Revenue Marine steamers in Alaskan waters.

Season after season she goes north in the spring to enforce the revenue laws and practically do police duty around the seal islands of Bering Sea and the native settlements stretching from Kadiak 1,500 miles to Attu, and from Unalaska 2,200 miles northward to Point Barrow. In vast stretches of coast (from 10,000 to 12,000 miles is a season's cruise), unknown to civilization, the flag of the revenue steamer is the only evidence of the authority of the Government ever seen and the only protection afforded. When Capt. Healy commenced cruising in these waters, schooners loaded with rum, were visiting every native settlement along the vast coast, and even some of the whalers were not above trafficking in the accursed stuff. The temptations were great, when a bottle of whisky would purchase \$200 worth of furs, and the profits were a thousand fold. At that time intemperance was threatening the extinction of the native race. Through the vigilance and tact of Capt. Healy this trade has been almost entirely broken up.

It is also the duty of the revenue cutter, as far as possible, to be on hand to assist when disaster or shipwreck overtakes the whalers, to search after missing vessels, to note the bearing of different points of land, islands, etc., to determine the position of all bars and reefs encountered, to keep a record of tides and currents, to take meteorological and astronomical observations for the benefit of commerce, to investigate scientific phenomena, and inquire into the mode of life, political and social relations of the native population, and make collections for the Smithsonian Institution, and to perform many other services beneficial to commerce, science, and humanity.

This year, in addition to the ordinary routine, the commanding officer is charged with several special duties. In 1887-'88, Congress voted \$1,000 for presents to the natives near Cape Navarin, Asia, as a reward for having fed and cared for some American sailors wrecked on their coast. These presents were to be distributed on this trip.

Then, scattered through Bering Sea and the Arctic Ocean are islands and lands so remote and inaccessible that the ordinary census taker can not reach them; hence the commanding officer of the revenue cutter was appointed a special agent for the taking of the Eleventh Census in those places. This gave me an opportunity of visiting these little known regions.

Again, the steamer was charged with the duty of conveying the material for a storehouse and a supply of provisions for the Government refuge station at Point Barrow; and last, but not least, the commanding officer was authorized to

furnish such assistance as he could in the erection of school buildings at Cape Prince of Wales and Point Hope, and give the general agent of education for Alaska every facility for visiting the native settlements on the coast.

At 4 o'clock on the morning of the 3d of June, 1890, we steamed out of the harbor of Seattle. At 9 o'clock that evening we swept by the light-house at Cape Flattery and passed out to sea.

For nine days and nights we sailed steadily west, without seeing land or sail and scarcely a bird or fish. On the evening of June 12 land was sighted, which proved to be Unimak Island. The next morning, rising early, we were passing through Akutan Pass. The storm and fogs and rough waves of the preceding days were gone; the water was as quiet as a millpond. Pinnacles of rocks, isolated and in groups, were to the right and to the left of us; bold headlands thousands of feet in height; mountain slopes covered with mosses of every variety of shade and great patches of snow; volcanoes with their craters hid in the clouds were on either side, and all lighted up by the morning sun made a scene of surpassing loveliness and beauty. In due time we swept by Cape Erskine, rounded Priests Rock, and were in Unalaska Bay. Twelve miles up the bay and we were at Iliuik, better known as Unalaska, the commercial metropolis of the Aleutian Islands and Bering Sea.

The Aleutian Archipelago consists of a narrow chain of islands, extending from the end of the Alaskan Peninsula in a general westerly direction for a thousand miles to Attu, the westernmost limit of the land possessions of the United States. This chain of islands separates Bering Sea from the Pacific Ocean, and gives coloring to the Russian claim of a "closed sea."

The discovery of these islands by Europeans is due to the unbounded ambition of Peter the Great of Russia, who, having founded a Russian empire in Europe and Asia, would also found one in America.

The western coast of America had been explored as far as Cape Mendocino, California, but from California north it was a vast unknown region—"the great northern mystery, with its Anian strait and silver mountains and divers other fabulous tales."

To solve these mysteries, to determine whether Asia had land communication with America, to learn what lands and people were beyond his possessions on the eastern coast of Siberia, and to extend his empire from Asia to America, Peter the Great, in 1724, ordered two expeditions of exploration and placed them both under the command of Vitus Bering, a Dane in the Russian service. The expedition set out overland through Siberia on January 28, 1725, under Lieut. Chirikoff.

Three days later the Emperor died, but the expeditions were energetically pushed by his widow and daughter. The first expedition, from 1725 to 1730, explored Bering Straits, and settled the question of separation between Asia and America.

The second expedition was fitted out by the Empress Catharine, and consisted of two vessels, the *St. Paul*, commanded by Bering himself, and the *St. Peter*, in charge of Alexei Ilich Chirikoff, second in command. The expedition was accompanied by several scientists and sailed from Avatcha Bay, Kamtschatka, on June 4, 1741. This ill-fated expedition discovered the mainland of Alaska and the Aleutian Islands. But the remnant that brought back the news of the discovery of northwestern America, also brought with them the beautiful furs of the sea otter, and wide-awake merchants were not slow to see their opportunity. As the adventurous hunt for the little sable had led the hardy Cossack and extended Russian dominion from the Ural Mountains across Asia to Kamtschatka and Bering Sea, so now the hunt for the sea otter was to extend Russian settlement 2,000 miles along the coast of America.

A few months after the return of Bering's expedition in the spring of 1743, Emilian Bassof formed a partnership with a wealthy Moscow merchant, built a small vessel named the *Kapiton*, and commenced the fur trade of the newly discovered islands. On his second trip, in 1745, he collected 1,600 sea otters, 2,000 fur seals, and 2,000 blue Arctic foxes.

This was the commencement on the part of the merchants of Siberia of a mad race after the furs of Alaska—a race so mad that they could not wait the securing of proper materials for the building of safe vessels and the procuring of trained seamen. Boats were hastily constructed of planks fastened together with raw hide or sealskin thongs. In these unseaworthy boats, without charts or compass, they boldly ventured to sea, and the half of them found a watery grave. Those that did return in safety with a fair cargo received from 2,000 to 3,000 roubles each as their share of the profit.

On the 26th of September, 1745, for the first time the discharge of firearms was heard on the Aleutian Islands. A native was shot on the island of Agoto by a party of Russians under Chuprof.

Then commenced a reign of lust, robbery, and bloodshed, which lasted for 50 years. One Feodor Solovief is reported to have alone killed 3,000 Aleuts. Veniaminof, who was the leading Greek priest and first bishop in Alaska, declares that during that dreadful period Aleuts were used as targets for Russian practice in firing; that one Solovief, finding the inhabitants of several of the Unalaska villages assembled on Egg Island, made an attack, slaughtering men, women, and children, until the sea was covered with the blood of the slain.

One Lazaref threw over precipices, cut with knives, and split open with axes a number of Aleuts.

Whole villages were massacred by the Russians, so that Lieut. Sary, chief of the Russian navy, who accompanied Capt. Billings's expedition in 1790, declares that it was a very moderate estimate to place the number murdered at 5,000.

This first half-century of Russian occupation can be roughly summarized as follows: On the credit side, from \$15,000,000 to \$20,000,000 worth of furs; on the debit side, thousands of Russians drowned, died of scurvy, and killed by natives, and thousands of natives needlessly murdered by the Russians.

A better day dawned for the poor natives of Alaska in the coming of Grigor Ivanovich Shelikof, a merchant of Okhotsk, who has been justly styled the founder of the Russian colonies in Alaska. He introduced reforms in the methods of hunting, redressed abuses, formed permanent settlements, and procured concessions and power from the Emperor.

The work commenced by him was afterwards enlarged by Alexander Baranof.

The largest and most important of the Aleutian Islands is Unalaska. This island is 120 miles long and 40 wide. It contains three separate groups of mountains. It also has an active volcano, Makushin, 5,474 feet high. From a cave at the southern end of the island were taken eleven mummies for the Smithsonian Institution.

It also possesses several deep bays, of which Unalaska is one of the longest. In their season codfish, salmon, halibut, and herring abound in those waters.

The island was first sighted by Lieut. Chirikof, of Bering's expedition, on the 4th of September, 1741. The first landing was made by a merchant of Turinsk, Stepan Glottof, in the vessel *Yulian*. This was in the fall of 1759. Glottof gave the world the first map of that region, and is said to have baptized many of the natives into the Greek faith.

To the average American the Aleutian Islands seem so remote, and concerning them so little is known, that but few think of them as having been the theater of stirring events and as having a history extending back one hundred and fifty years, but such is the case.

Unalaska shares with the other islands in that history. For thirty years it was a struggle between the rapacious, cruel, and bloody fur-trader and the Aleuts striving to preserve their homes and freedom. The end was the complete subjugation of the natives.

In January, 1762, a party of fur hunters, under the leadership of Golodof and Pushkaref, landed upon the island. Owing to their excesses against the natives, several were killed and the rest fled the island the following May. But the island was too rich in furs to be given up. That same fall another party came under the leadership of Drushinnin. Outraging the natives, the latter commenced on the 4th of December a series of attacks which resulted in the breaking up of the Russian settlement, only 4 out of 150 men escaping with their lives.

In August, 1763, Capt. Korovin, of the vessel *St. Troitska*, formed a settlement. This also was broken up by the natives.

In 1764 Capt. Solovief formed a settlement. His stay on the island was marked by such bloody atrocities that the few who survived were completely subjugated. His name has come through a hundred years of local tradition as the synonym of cruelty. Among other things, it is said that he experimented upon the penetrative power of his bullets by binding 12 Aleuts in a row and then firing through them at short range. The bullet stopped at the ninth man.

In 1770, when the American colonists were preparing themselves for the struggle for independence, the struggle of the Aleuts was ending. They had given their lives in vain. The few who were left could no longer maintain the unequal conflict and were reduced to practical slavery.

But Unalaska has since seen better days and been visited by a better class. On the 16th of September, 1768, Capt. Levashof, in charge of a Russian scientific expedition, dropped his anchor and wintered on the island.

In 1778 it was visited by the celebrated Capt. Cook with his ships *Resolution* and *Discovery*. On the 21st of July, 1787, Capt. Martine, in command of two Spanish vessels on a tour of exploration, landed and took possession of the island in the name of the King of Spain.

In 1709 Unalaska was visited by one of the most remarkable men of the day, Alexander Baranof, who was to rule Alaska for the next twenty-eight years, bring order out of confusion, and, carrying out and enlarging the plans of the merchant Shelikof, create a Russian empire in America.

On the 30th of September of that year, the ship *Trekh Sviatiteli*, upon which he had embarked for Kadiak Island, was wrecked and he was compelled to spend the winter at Unalaska. He improved his time by studying the character of the people with whom he had to deal, and forming the plans which he afterwards so successfully executed. In 1808 a rude log chapel was erected for the worship of the Greek Church. This was torn down in 1826 and a better church built in its place. In or about 1795 a Greek priest, Father Makar, took up his abode on the island, and had great success in baptizing the natives.

He was followed in 1824 by Innocentius Veniaminof, who was made bishop of all Alaska in 1840. He was subsequently recalled to Russia and made metropolitan of Moscow, the highest ecclesiastical position in the Russo-Greek Church.

On the 25th of June, 1791, the island was visited by Capt. Billings, in charge of the Russian "astronomical and geographical exposition for navigating the frozen sea and describing its coasts, islands," etc.

In August, 1815, the place was visited by the Russian exploring expedition in search of the "Northwest passage" on the *Rurik*, Otto von Kotzebue commanding.

In 1827 a Russian exploring expedition, under the command of Capt. Lutke, visited the island.

From the beginning of Russian rule to the present day, it has been the commercial metropolis of the Aleutian Islands and Bering Sea.

But after all this stirring history of a century and a half, it is rather disappointing to learn that up to twenty years ago, when the Americans took possession, it was still a small village of barabaras or dirt huts, partly under ground, the Russian conquerors having largely adopted native ways of living. Since then the village has been greatly improved and almost rebuilt at the expense of the Alaska Commercial Company. They have erected 18 small, but comfortable frame cottages for their employés, together with residences for officers, store, wharf, and warehouses. The village has a population of from 14 to 20 white men, two white women, and about 400 Aleuts and Creoles. The Greek Church has a church and parsonage and school-house.

Upon landing, I was met by Prof. John A. Tuck, who, with his estimable wife, is in charge of the Government school. The three days that the steamer remained at Unalaska were given to the work of the school.

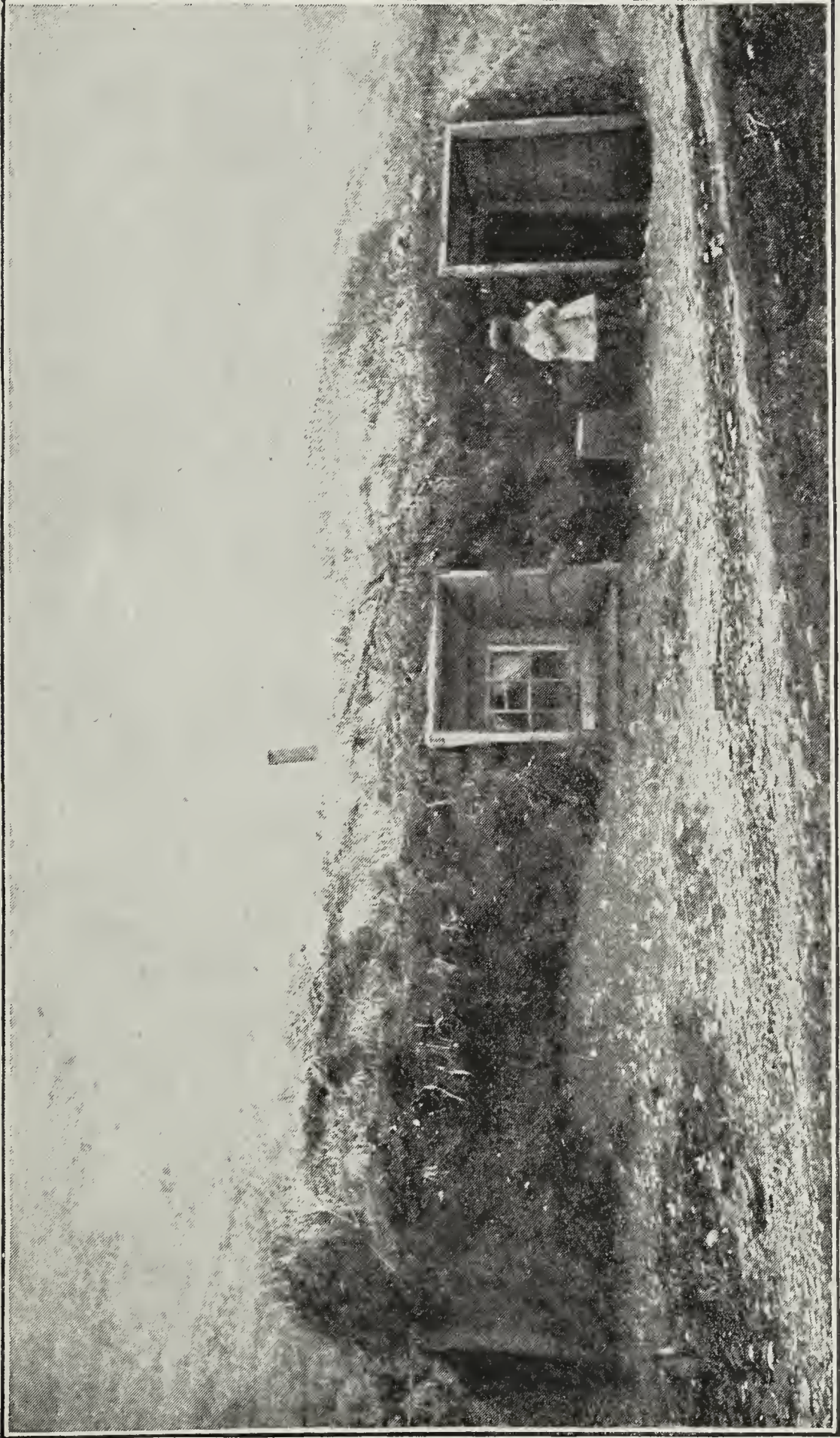
The first year of their work has been unexpectedly successful, and I felt, with the teachers, that the time had come for the commencement of the "Home," which the Methodist Woman's Home Missionary Society of the United States have had under advisement for two or three years, and for which, under the leadership of Mrs. L. H. Daggett, of Boston, they have been raising funds.

During my stay I had the satisfaction of seeing the "Home" commenced by Professor and Mrs. Tuck taking into their family two orphan girls from the island of Attu. A suitable building for the "Home" will be erected by the Methodist ladies this coming-spring.

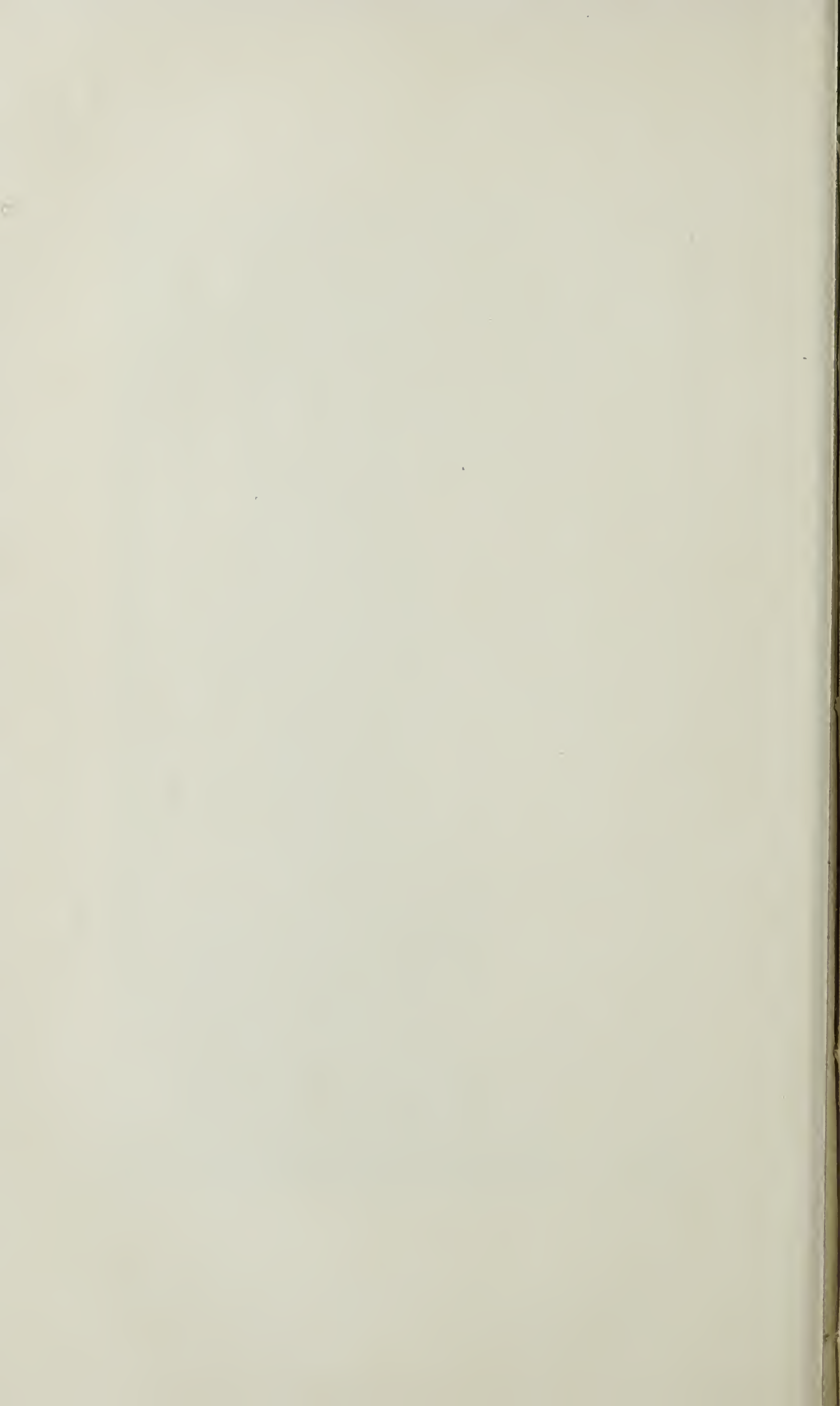
On Sabbath morning I attended the Greek Church and saw the services in connection with the baptism of children. Fourteen infants were presented before the altar of the church. The priest had in his hand a silver spoon with a handle about a foot long, and a bowl about the size of that of a spoon for a salt-cellar. With this spoon the priest dipped water from a silver cup into the mouth of the babe, the attendant priest holding a napkin under the child's chin. After receiving the water, the cup was pressed to the lips of the babe. The mother or godmother then carried it to a side table, where it received a small piece of bread, and if old enough, a drink of water to wash down the bread. From the bread table, the child was carried to the altar platform, and its lips pressed to a picture of the Virgin and Child. The babe was then kissed by its god-mother. These babes were dressed in long white dresses, with a blue or red silk ribbon or sash around the waist.

On the morning of the 17th of June the *Bear* sailed for Bogoslof Island.

Four or five miles west of Unalaska Island is that of Umnak. From its northern side, stretching out for miles into Bering Sea, is a reef. At the time of



Native Hut or Barrabara, Aleutian Islands. (Page 1264.)
(From the U. S. Revenue Marine.)



Capt. Cook's visit in 1778, the northern end of this reef was marked by a rock 875 feet high rising from the sea in the form of a tower. This he named "Ship Rock."

On the 18th of May, 1796, during a violent storm, from the northwest, the inhabitants of Unalaska and Umnak Islands were startled by distant explosions and rumbling shocks of an earthquake. On the morning of the third day, when the sky had cleared, it was found that an island $1\frac{3}{4}$ miles long, and three-fourths of a mile wide, in the form of a cone 2,240 feet high, had been thrown up out of the sea 1,200 feet distant from Ship Rock. Eight years afterwards, some hunters visiting the spot found the adjacent sea still warm and the rocks too hot for landing.

The island continued to grow in circumference and height until 1823. Since then it has gradually decreased in height until in 1884 it measured but 324 feet.

In 1882 the natives reported Bogoslof as again smoking. On the 27th of September, 1883, Capt. Anderson, of the schooner *Mathew Turner*, sailed partly around the island. He reported that a new island had appeared one-half of a mile in circumference, and was throwing out great masses of rock and smoke and steam.

On the 20th of October, 1883, a shower of volcanic ashes fell at Unalaska, and was supposed to come from this island. The first landing and official investigation was made on the 21st of May, 1884, by Capt. M. A. Healy, commanding United States Revenue Steamer *Corwin*.

The new cone proved to be about 1,760 feet from the old one, the two being connected by a low sandspit 326 feet wide, with Ship Rock on the spit between the two cones. The extreme length of the island was found to be 7,904 feet, its general trend SE. by E. and NW. by W.

From the 17th to the 22d of last February the sky was obscured with a cloud of ashes, a liberal shower of which fell in the village of Unalaska, 50 miles away. A pillar of flame and smoke ascended high into the heavens. It has been variously estimated from 4 to 15 miles high.

The first white man to pass by was Capt. Everett E. Smith, of the steam whaling bark *Balaena*, who reported the appearance of four new islands in the vicinity.

It was therefore with feelings of more than ordinary interest that in the early morning of Tuesday, June 17, we steamed from Unalaska, bound for Bogoslof. Long before we reached the island, great white clouds of steam were seen upon the horizon. As we approached nearer all eyes were eagerly bent and glasses trained upon the land looming above the horizon. But the captain was puzzled. He could not make out his landmarks. The two volcanic cones were all right, but where was Ship Rock? Soon we were among myriads of birds which had chosen these inaccessible and warm rocks for their breeding ground.

Capt. Healy with his glass went to the masthead. Two men were placed in the chains to throw the lead. We steamed on and on until it seemed as if we would steam into the volcano itself; sulphurous smoke enveloped us, almost strangled us. Amid the roar of the breakers and the screaming of the birds the leadman called out, "No bottom at 17." Where previously the captain had anchored in 8 fathoms of water, no bottom was now found at 100 fathoms. Apparently the bottom of the sea had fallen out, carrying with it the four islands reported only a few weeks before by Capt. Smith. We steamed in safety over their former sites. More than that, the center of the island had dropped out, and where for centuries Ship Rock had stood, a well-known mark to the mariner, was now a lake.

It was with peculiar sensations that we steamed partly around the island, so close that we could look into the sulphur-lined steam vents, and, enveloped in its steam, could almost imagine that we saw "fire and brimstone."

The captain had intended making a landing and an investigation of the phenomena, but failing to find an anchorage, and the wind having freshened so that it was unsafe landing through the breakers, he reluctantly turned away and steamed for the Seal Islands.

For years the careful observers of the movements of the seal among the early hunters on the Aleutian Islands had noticed that they went north in spring and returned in the fall, accompanied by their young, and a tradition existed among the natives that an Aleut had once been cast away upon islands to the north, which they called Amik. When in 1781 the usual catch of furs began to decrease upon the Aleutian Islands, efforts were made to discover this supposed island. In 1786 the search was joined by Master Gerassim Gavrilovich Pribylof, in the vessel *St. George*. But so well has nature hidden these islands, the favorite home of the fur seal, among the fogs of Bering Sea, that Pribylof cruised three weeks in their vicinity, with every evidence of being in the neighbor-

hood of land, and yet unable to discover it. But at length the fog lifted, and early in June land was sighted, which he called St. George. A party of hunters were left on the island for the winter and they in turn discovered the larger island of St. Paul.

Over 500,000 skins were taken during the year, and the islands early began to be the "bank" from which Baranof raised the funds to carry on his government in Alaska. If he needed a ship's load of provisions and supplies for his colonies, all he had to do was to kill more seal and pay in seal skins. So great was the slaughter that the Government was compelled to interfere and in 1805 prohibited their killing for a period of five years. From 1820 to 1867, the year of the transfer, 42,000 skins were annually exported to England, the United States, and Canada.

The first years after the transfer of Alaska to the United States again witnessed an indiscriminate slaughter by different firms, until Congress was compelled to interfere and authorize the Treasury Department to lease the islands under suitable restrictions to a responsible company.

This was the origin of the Alaska Commercial Company of San Francisco, which has held the lease for the past twenty years, paying the Government annually a rental of \$55,000, and a royalty of \$2.62½ on each of the 100,000 skins allowed to be taken. This produced a revenue of \$317,500 per year. Last spring the islands were relet for another twenty years to the North American Commercial Company of San Francisco. By the terms of the new lease the Government will be the recipient of about \$1,000,000 per year.

At 9:30 p. m. on June 18, the captain dropped anchor in Southwest Harbor, St. George Island. Being unable to land through the breakers, the next day the ship sailed around the southern end of the island and anchored at noon in Garden Cove. The chart said that there was a trail to the village, 2 or 3 miles distant. At the village they called it 4 miles; the young officers that walked it came to the conclusion that it was nearer 14 miles.

At 9:15 p. m. the anchor was weighed and we steamed northward for St. Paul Island.

Going on deck about 6 o'clock on the morning of June 20, the ship was abreast of St. Paul Island, in full sight of the village. Behind us was Otter Island with its bluff shore, and still further behind in the hazy distance the Island of St. George. To our right was Walrus Island, and to our left St. Paul, with its gentle slopes of green grass and moss, its bleak rocks and sand beaches covered in the season with the fur seal. To the right of the village were seen men driving a herd of seal to the killing grounds. Upon a hill near the village floated the stars and stripes, together with the flag of the North American Commercial Company, the lessees of the island. The stars and stripes also floated over the building occupied by Mr. Charles J. Goff, the United States Treasury agent.

From the bay the village presents a more pleasing and inviting appearance than any other in Alaska. The large houses occupied by the North American Commercial Company for their own use, the house of the Treasury agent, the Greek church and the priest's residence, the schoolhouse and the neat white cottages of the people, with their orderly arrangement by streets, ranged as they are on the gentle slope of a hill, make an attractive picture. Before we rose from an early breakfast, Messrs. Goff, Tingle, Redpath, and Elliott were announced. They had come to get their mail, which Capt. Healy had brought up for them. After breakfast I went ashore with Mr. Goff, who with his assistant, Mr. Nettleton, of Minneapolis, also Mr. H. W. Elliott, of Washington, and Mr. Tingle, the company's agent, did all in their power to make the day pleasant and profitable to me.

Soon after landing Mr. Goff announced that a killing had commenced, and we walked over to the grounds to witness the process. A band of 200 or 300 seals were huddled together in the care of keepers. From this band 15 to 20 seals would be taken at a time, and driven a few yards from the main band. Four or five men with long clubs then took charge of the small band, and selecting those of suitable size and age, killed them by one blow on the head. The men with clubs were followed by others with knives, who stabbed the seals to let out the blood. They were followed by the skin men, who took off the skin with the layer of fat adhering to it. These in turn were followed by those who separated the fat from the skin. The skins were then carried to the salting house, where they were carefully counted and salted down. While this was going on, a score of women and girls were filling skin bags with masses of fat, which were carried on their backs to their homes, and then fried out into oil (butter) for winter use. The flesh was also carried home, cut into thin strips, and hung on poles to dry.

After being dried, it is stuffed into the stomachs of the sea lion, which have been cleaned and prepared for the purpose. After filling it with the dried meat, seal oil is poured in, filling up all the vacant spaces. You then have a huge sausage between two and three feet in diameter. This is stowed away for winter use.

In passing through the village we saw women at work cleaning the intestines of the sea lion, very much as eastern farm-wives prepare intestines for sausages. After being cleansed they are hung out to dry; when dry they are slit lengthwise and form a band 3 or 4 inches wide and from 75 to 100 feet long. From these strips are made the famous kamileka, or waterproof coats worn by these people. These coats are much lighter, stronger, and dryer, resisting rain longer and better than the rubber goods of commerce. Among the Eskimo of the Arctic the larger intestines of the walrus are used, making a correspondingly wider band.

The Greek church at this place is the best painted and neatest kept of any that I have seen in the Territory. The silver candlesticks and other ornaments when not in use were kept from the dust by bag coverings. The church is rich, being supported by a certain percentage of the wages of the whole population. In the adjoining graveyard a large Greek cross made from 2-inch plank stood at the head of each grave. With but two or three exceptions, these contained no name or date, nothing to indicate who was buried there. A gentleman who has attended many of their funerals says he never saw any, even the nearest relative of the deceased, shed a tear or give any outward sign of grief. They say it is good to die. After the burial all the friends are invited to the former residence of the deceased to tea.

With Mr. Goff I also visited the company's schoolhouse. It is well built, commodious, and well furnished in its appointments. Owing to the opposition of the Greek Church, which does not wish the children to learn English, but little progress has apparently been made. The school has been in operation for twenty years, and yet I could not find a child who could converse in the English language, although I was informed that some of them understood what I said to them. I greatly regret that it was vacation time and that I could not see the school in session.

Mr. H. W. Elliott, who is here under appointment from the Secretary of the Treasury to report on the present condition of seal life, pointed out to me the location of the leading seal rookeries, and lamented the seeming fact that the seal were greatly decreasing in numbers. At dinner we were all the guests of Mr. Tingle; the principal fresh meat being roasted seal. I found it very palatable.

The population of the island consists of 5 whites and 217 natives. There are 23 boys and 41 girls between the ages of 5 and 17.

About 4:30, the tide favoring, we returned to the ship after a very enjoyable day on shore. At 5 p. m. the steamer got under way. We rounded the southern end of the island and fetched our course for Asia.

SIBERIA.

Siberia, the battle-ground of conquering Cossack and free-booting Promyshlenki in their century's march across Asia, is, in its northern and northwestern section, a dreary waste of low-rolling and frozen tundra or rugged, snow-covered and storm-swept mountains, the land of the fierce howling poorga, of wild beasts and scattered tribes of brave, hardy, and half-civilized people.

Its bleak, ice-skirted, snow-covered shore north of Kamchatka was our next landing place. Off this coast on the 5th of May, 1885, the whaling bark *Napoleon* was caught and crushed in the ice. The disaster came so suddenly that the crew had barely time to spring into the boats without provisions or extra clothing. There were four boats with nine in each. Four days after the wreck two of the boats were seen by the bark *Fleetwing*, and their crews rescued, five of them dying from the effects of the exposure. The remaining eighteen men after seven days' tossing about in the sea, took refuge upon a large field of ice, where they remained twenty-six days. During this time one-half of their number died from exhaustion and starvation. While on the ice all they had to eat were two small seals, which were caught. One of the men, Mr. J. B. Vincent, being unable to eat the raw seal, had not a mouthful of nourishment for eleven days.

On the 7th of June the nine survivors again took to the boat, and in three days effected a landing on the Siberian coast, to the southwest of Cape Navarin. The day after they landed, five of the remaining died, being so badly frozen that their limbs dropped off. Rogers, the mate, Lawrence, a boat steerer, and Wal-

ters, the cooper, were also badly frozen and helpless. These were cared for by the natives, who, though in a half-starving condition themselves, divided their living with them. The three men lived through the winter, subsisting on dried fish until March, when Lawrence died, followed the next day by Rogers, and shortly afterwards by Wallace, leaving Vincent the sole survivor of the party. Vincent, being in better physical condition than the others, was adopted by a family having a herd of domesticated reindeer, and therefore had more to eat. With them he remained for over two years until found and rescued July 15, 1887, by Capt. M. A. Healy, commanding the United States revenue marine steamer *Bear*.

While among the deer men, Mr. Vincent carved on a board with a knife the following message, and asked his new made friends on the coast to give it to the first ship they saw. On one side was "1887 J. B. V. Bk. Nap. Tobacco give." On the reverse side was "S. W. C. Nav., 10 M. Help Come." This piece of wood ultimately reached Capt. Healy and told the story, "1887, J. B. Vincent of the bark *Napoleon*, is 10 miles southwest of Cape Navarin. Come to his rescue. Give the bearer some tobacco for his trouble."

Capt. Healy was at Port Clarence when he received the message. With his usual promptness, he steamed over to the coast of Siberia, and after some difficulty in the fog, finally found and rescued the wrecked sailor.

During the following winter Congress made an appropriation for the purchase of presents with which to reward the natives for their care of Mr. Vincent and his comrades. Capt. Healy was delegated to distribute these presents, and for that purpose we were en route to Siberia.

Monday, June 23, opened very foggy, but about 8 o'clock the fog lifted, and Cape Navarin and the coast of Siberia were in full view. A more desolate and dreary scene it is hard to conceive of. A range of mountains with an elevation of about 2,000 feet lined the coast. Cape Navarin itself ended in a precipice 2,512 feet in height, the base of which descended into the sea. Although it was so late in June, the whole country was still covered with snow, except bare spots here and there. Sleds drawn by dogs and reindeer were still in common use. Even while approaching the coast, snow storms were seen sweeping through the canyons of the mountains. The temperature on deck at noon was 45°. A sharp lookout was kept for the native village which was located upon the map, but which was not found upon the coast. At length two tents were seen on the beach, and abreast of them we anchored at 2 p. m. The Captain and Mrs. Healy, Lieut. Dimmock, and myself went ashore. The captain at once sent messengers in every direction on dog-sleds to gather the people together. The main distribution of presents took place on the afternoon of the 24th, and consisted of 1,000 yards of drilling, 500 yards of calico, 100 packages of glovers' needles, 8 dozen hand looking-glasses, 1,500 pounds of ship bread, 2 half-barrels of sugar, 2 barrels of molasses, 1 chest of tea, 6 dozen combs, 5 dozen packages of linen thread, 4 dozen tin pails and pans, 1 dozen iron pots, 2 kegs of nails with hammers, files, gimlets, saws, braces, and other carpenter tools, 1 dozen rifles and one-half dozen shotguns, 125 pounds of powder, 300 pounds lead, 2 bags of shot and 20,000 caps, 1,000 cartridges, axes, hatchets, and butcher knives, 2 dozen fox-traps, 4 dozen pipes, tobacco, snuff, 1 box goggles, one package fish-hooks and lines, beads, and 1 box children's toys. Total value, \$1,000.

There are three tribes or families of natives on the Bering Sea coast of Siberia: the Kamtchatkans, occupying the peninsula of the same name, the Tchutchchees, occupying the general region west of Bering Straits and the Gulf of Anadir, and the Koriaks, occupying the country between the former two. Our visit was to the Koriaks, although I afterwards met the Tchutchchees at East Cape. The Koriaks can be divided into three classes: the civilized ones that have come more or less under the influence of the Russian settlements in the interior, the coast men, who mainly subsist on the whale, walrus, and seal, and the deer men, who live off their herds of domesticated reindeer. The latter two classes are more or less nomadic and pagan. They are said to offer sacrifices of dogs.

We met the deer and coast Koriaks. They are a good sized, robust, athletic, and fleshy people, with prominent cheek bones, broad noses, black eyes, and a pleasant, good-natured expression. The men shave the crown of their heads, leaving a fringe of coarse, black hair round the forehead and sides, giving them the appearance of so many monks. They are said to do this that the flying of the hair in the wind may not frighten the wild reindeer when hunting.

The women wear their hair parted in the middle, the two braids hanging down the back. Some braid strings of beads around their necks or pendant from their ears.

The women are very generally tattooed down the center of the forehead and along each side of the nose to the nostril, and elaborate designs cover the cheek. I also saw tattooing on the hands, wrists, and arms. One girl had two waving lines from the forehead to the nostrils, and nine in a fan shape from the lower lip to the chin. Another, with the other marks, had an "X" on the chin at each corner of her mouth. Occasionally the men were tattooed. I saw a husband and wife marked exactly alike. They were dressed exclusively in skins and furs. Neither on their persons nor in the construction of their tents, furnishings, or bedding did I see as much as a thread of wool or cotton. Their clothing, tents, and bedding are made from reindeer skins. Their food is largely dried reindeer meat, supplemented with whale and seal blubber. Their thread is reindeer sinew, and from the reindeer horns are made many household implements.

The dress of both men and women is made of a large skin shirt, so constructed that the fur can be worn outside or next to the skin, as may be desired, and a pair of skin pants with the fur inside. These extend to the knee. Those of the women are wide, so that when tied at the knee, they present a baggy appearance similar to Turkish trousers. Then a pair of fur boots soled with seal or walrus hide. The tops of the boots are tied closely around the bottom of the pants. Suspended by a string around the neck is a fur hood, which can be pulled over the head when needed. The babe is carried inside the parka, or fur coat, on the back of the mother. A belt around the waist of the parka keeps the babe from slipping down too far. The dress of the babe consists of a single garment of reindeer skin, but this garment combines hood, coat, pants, shoes, and mittens all in one. When dressed, only a small portion of the face of the child is visible.

The sleds are made of birch runners. Over these are a half-dozen arches made of reindeer horns. These arches connect the runners and support the floor of the sled. At the rear end of the sled is a slight railing to support the back of the traveler. No iron is used in making the sled; all the parts are firmly lashed together with whalebone strips or rawhide. The runners are shod with bone. Before these are harnessed six dogs in pairs, or two reindeer. The reindeer are also driven side by side. The harness of the reindeer is very simple, being a strap around his neck connected with a trace between his legs.

The tents we saw are conical, like those of the Dakota Indians, the poles being covered with reindeer skins or walrus hides. In some portions of the country, where straight poles can not be had, whalebones are used for frames, and the tents are oval in shape. Within the tents for the sake of greater warmth are small inner inclosures made by hanging reindeer-skin curtains. These small inclosures are the sleeping places. As they follow their herds from one pasturage to another these tents are easily taken down, loaded on the sled, removed to the next camp and set up again.

They have two kinds of boats, consisting of a light frame of birchwood, over which is stretched seal or walrus skin. The large, open boat is called by the natives oomiak, by the Kamtchatkans bidar. These will carry from 25 to 50 people. The smaller boat is intended for from 1 to 3 men, and is entirely encased in skin, except the openings left for the men to sit in. These are called kyaks, kaiak, or bidarka.

In hunting whales, walrus, and seals they use spears with ivory points set in bone sockets. Small birds and animals are trapped. Their gun is a miniature rifle with a barrel not over 2 feet long. To the stock are fastened by a hinge two light sticks, which are used as supports to the gun when firing. Powder and lead are so difficult to obtain and so expensive that the hunter runs no unnecessary risk in using it. It is said that sometimes they hunt to recover the bullet in order to use it again. I tried in vain to purchase one of these guns. They seem to have no chiefs, their organization being largely patriarchal. If one man accumulates more deer than his neighbors, he secures a certain amount of influence on account of his wealth. Poor men, who have no deer of their own, join his band, and assist in caring for his herd, in return for food and clothing. The only law that governs the community seems to be the natural law that is found in all barbarous tribes, that of retaliation. A few years ago a feud started between a band living on the coast, and a band of deer men living in the neighborhood, during which the latter band was exterminated.

They impressed me as a very unselfish people. In the distribution of the presents none seemed to think that someone else was receiving more than he. The more frequent expression of anxiety seemed to be that no one should be overlooked. They also called attention to some who were unavoidably absent, and offered to take them their share. Evidently some of them had never been

upon a ship before, and they were naturally curious to look all over it. Sometimes when a family came off in their boat, at first only the men came aboard. After a while, as if gaining confidence, the women and children would venture. Frequently as soon as they were on deck they would sit down as if afraid to stand up. One woman reaching the deck in safety expressed her joy by throwing her arms around her husband's neck and they rubbed noses (their method of salutation in the place of kissing).

I secured from them for the museum of the Society of Natural History and Ethnography at Sitka, a number of things to illustrate their manner of living.

There being a herd of some 1,500 reindeer a few miles up the coast, in order that we might visit them and the ship procure some fresh meat, after the distribution of the presents the captain got under way and sailed up to the reindeer herd, where he again anchored. Going ashore, we found the herd on the beach, some of them apparently drinking the salt water. The winter with its unusual amount of snow had been severe upon them, so that they were very poor. They were also shedding their hair and their horns were in the velvet, so they did not make a very impressive appearance. Off to one side two sleds were standing with two deer attached to each. Getting upon one of the sleds, by motions I made them understand that I wanted a ride, and a short one was given me. The reindeer were much smaller than I had expected to find them, the majority of them being not much larger than the wild deer of other sections. The captain purchased four deer, which were slaughtered and dressed for him. When getting ready to lasso the deer the owner's family seated themselves in a circle on the ground, where probably some rites connected with their superstitions were observed. Upon attempting to approach the circle we were motioned away. After a little while the men went out and lassoed a selected animal, which was led out on one side of the herd. The man that was leading it stationed himself directly in front of the animal and held him firmly by the two horns. Another with a butcher knife stood at the side of the deer. An old man, probably the owner, went off to the eastward, and placing his back to the setting sun seemed engaged in prayer, upon the conclusion of which he turned around and faced the deer. This was the signal for knifing the animal. With apparently no effort, the knife was pushed to the heart and withdrawn. The animal seemed to suffer no pain, and in a few seconds sank to his knees and rolled over on his side. While this was taking place the old man before mentioned stood erect, motionless, with his hand over his eyes. When the deer was dead he approached, and taking a handful of hair and blood from the wound, impressively threw it to the eastward. This was repeated a second time. Upon the killing of the second animal the wife of the owner cast the hair and blood to the eastward. I did not remain to the slaughter of the other two. While the animal was bleeding to death several women and girls gathered around and commenced sharpening their knives on stones preparatory to skinning the animal, which they proceeded to do as soon as the deer were dead. Engineer Meyers photographed the herd.

At 4:15 on the morning of the 25th the ship was gotten under way and we started northward. After proceeding about 20 miles we ran into a large field of floating ice. The sun was shining brightly. Off upon the western horizon, clear-cut against the sky, glistening and sparkling in their covering of snow, were the Siberian mountains, while all around us, as far as the eye could reach, were great masses of heavy ice, rubbing and grinding against one another. We were six hours steaming through this ice. While in the ice the captain shot three, and secured two, hooded seal. Great numbers of waterfowl were in the open spaces among the ice.

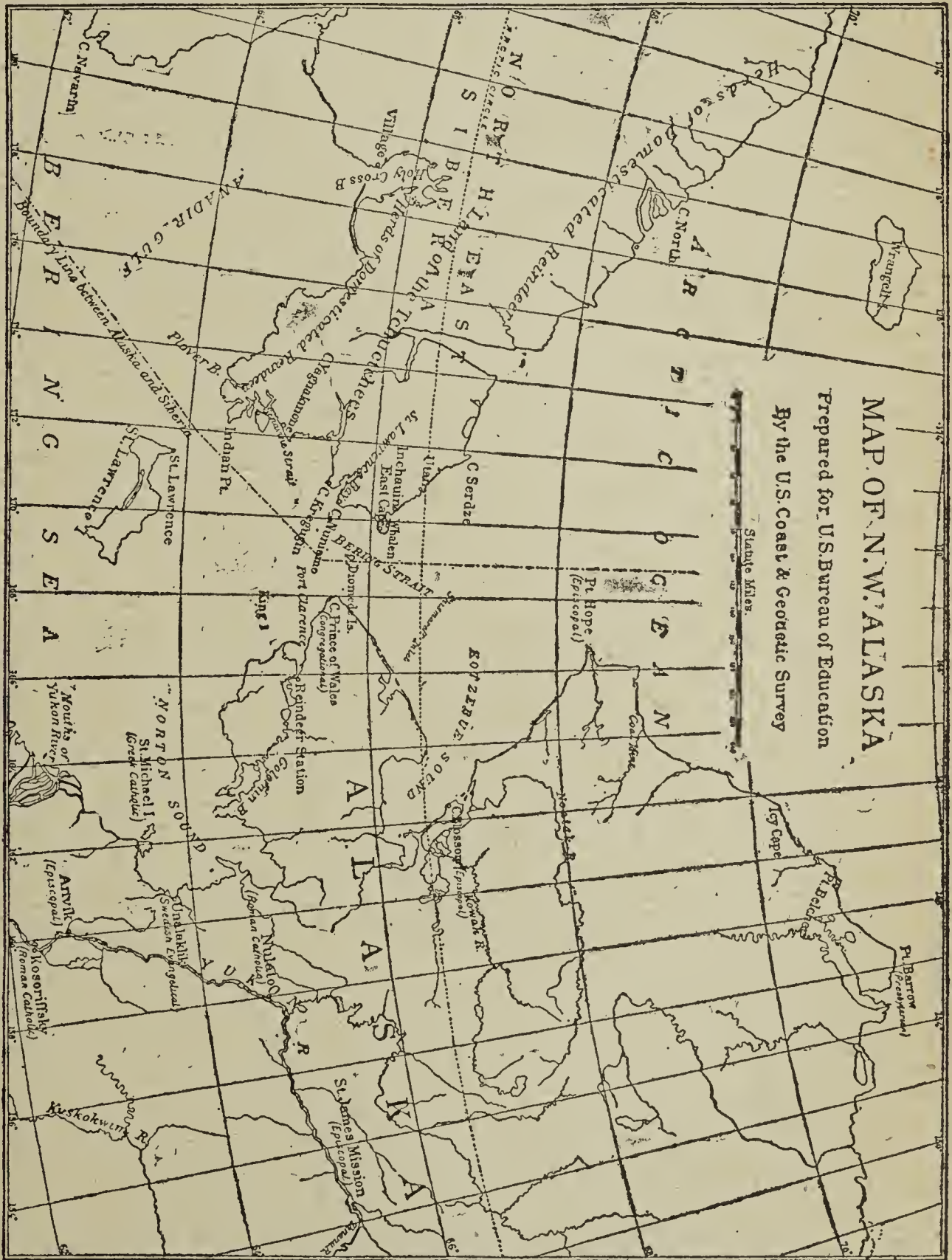
It was here that the whaling bark *Sappho* was crushed and sunk in 1882, and the barks *Rainbow* and *Napoleon* in 1885, and the bark *Ladoga* in 1889. This last vessel escaped destruction and was repaired. Just to the northward, between us and our destination, St. Lawrence Island, in 1885 the bark *Gazelle* was crushed and sunk.

On Saturday afternoon, June 28, we sighted the snow-covered coast of St. Lawrence Island, and dropped anchor off the village Chib-u-chak on the northwest corner of the island. We are now in latitude 64 degrees north. The sun rises at 1:55 o'clock and sets at 10:05 p. m. Temperature at noon 40 degrees. This is the largest island in Bering Sea. It was discovered and named by Bering's expedition in the summer of 1728. In 1775 the island was sighted by Captain Cook and named Clark Island. On the 10th of July, 1817, it was visited by Kotzebuej's expedition in the *Rurik*, and in 1830 by Etolin in command of the brig *Chicagof*. Etolin found five native villages on the island. In 1878 the island was the scene of a great tragedy. Starvation and pestilence carried away over 400 of the people.

When the revenue cutter visited the island in 1880 not a man, woman, or child was left to tell the tale. In four villages the corpses of the population alone were found. All the villages on the island with the single exception of Chib-uchak had been swept out of existence.

In 1884 Capt. Healy reports, "At the villages along the north shore no sign of living beings could be found, but the still decaying bodies of the unfortunate Eskimos were lying in and about the falling houses."

Before we dropped anchor four or five umniaks, loaded with natives, were waiting to board us. As soon as the anchor went down they paddled up to the



gangway, and from sixty to seventy men, women, and children came aboard, prepared to barter walrus tusks, ivory carvings, fur clothing, native boots and shoes, seal skin, etc. The women were more highly tattooed than any we have before met. As the captain wished to take the census of the village he had to go across to Indian Point (Cape Tchapalin), Siberia, for an interpreter.

It was a five-hours run. We reached Indian Point about 6 o'clock in the morning. The natives were soon off in force with the usual things for barter, and a few to secure the services of the ship's physician. The village consisted of some 2 dozen skin tents, also a few underground huts and one small frame house. Above the tide on the beach along the whole front of the village lay

the unbroken ice and snow. The village itself is on a low sandspit that projects out into the sea. The mountains back and above the village were covered with snow, and even while we were anchored there, a driving snow storm was sweeping over them. Small cakes of floating ice were drifting around the vessel.

Going ashore, I was greatly impressed with the number of the children. In all the journey I have not met so large a number. Being in Russia, our Alaskan school system can not reach them. They are an Eskimo colony, speaking the same language as the natives of St. Lawrence Island. Perhaps they could be induced to remove over there for the sake of schooling their children.

At Indian Point we had eider ducks for dinner, and found them good eating. Securing an interpreter, Tommy Tough by name, the captain, on the morning of June 30, returned to St. Lawrence Island. On our way across, although an allowance of 5 miles had been made for the current, the vessel was carried 10 miles farther out of its course, making a drift of 15 miles in a distance of 40. A dense fog having set in, the ship passed north of the island without seeing it. The fog lifting at 10:30 a. m., we retraced our course and soon after dropped anchor abreast of the village, and I went ashore with Lieut. Dimock, Dr. Holmes, and the interpreter.

The houses are from 20 to 40 feet in size. For a distance of 5 or 6 feet above the ground the walls are built of driftwood, whalebone, or timbers and planks from shipwrecked vessels. These are placed on end side by side, forming an inclosure in a circular or oblong form. The cracks between these planks are stuffed with moss. From the top of these walls rafters made of poles are extended across, meeting in the center. These are supported in the center by a ridge pole resting upon posts. These rafters are covered with walrus and seal skins, forming the roof. Some roofs are in the shape of a cone and others of a dome. Inside they are partitioned off around the sides with deer skin curtains. The spaces curtained off form the sleeping places. All around, inside and outside, are filth, dirt, sleds, spears, snowshoes, and household utensils. The houses and tents are located with no reference to order or street lines. The sleds are shod with bone. On a few small ones, the whole runner was made of a walrus tusk.

If the building is a very large one there is a row of supporting poles on each side, midway between the center and sides. Over the rafter poles are stretched walrus hides. These are held in position by rawhide ropes, attached to which and hanging down the sides of the building are the vertebræ of whales, large stones, and old iron from shipwrecked vessels. This anchorage both stretches the skins and prevents them from being blown off. These skins being translucent let in a great deal of light. There are no windows in the house, and but a small opening, from 2 to 2½ feet above the ground, for a door. Fire, when they have any, is made on the dirt floor in the center of the room. Each building is occupied by several families. Near the house is a scaffold made of posts of the jaw bones of the whale. These are 7 to 10 feet high and 10 feet wide. A series of these make the scaffolds from 20 to 30 feet long. On these are placed the skin boats, harness of the dogs, meat, etc., so as to be out of the reach of dogs. Upon one of these, attached to the whale bone cross beam, was a child's swing made of walrus thong rope.

I saw several excavations where underground houses had once been, and one such house still standing with the roof partially fallen in. The sides were composed of walrus skulls laid up like a New England stone wall. In this house were some corpses, together with the spear and arrowheads and personal belongings of the dead.

Large patches of snow and ice still remain in the village, some of them being from 3 to 4 feet deep. As we passed from house to house we were followed by a crowd of dirty, but bright-looking children. From the eldest to the child which was just able to talk, they asked for tobacco, which is used by both sexes and all ages down to the nursing child. Five little girls, from 4 to 10 years of age, gave me a native dance. They commenced with a swinging motion of the body from side to side, throwing their weight alternately upon each foot. This was accompanied by an explosive grunt, or squeak, as if the air was being violently expelled from the lungs. As they warmed up, they whirled around, writhed and twisted their bodies and distorted their faces into all manner of shapes and expressions, until they would fall down with dizziness.

The census revealed a total population of 270, of whom 70 were boys and 55 girls, living in 21 houses. This is a good village for a school. One established here ought to draw to it some families from Indian Point, Siberia. They are the same people, and the two villages are about 40 miles apart. During the summer of 1891 the Reformed Episcopal Missionary Society will establish a mission school at this village.



Native Village, King's Island. (Page 1273.)
(From the U. S. Revenue Marine.)

KING ISLAND.

Returning the interpreter to Indian Point, the captain steamed away for King Island, which we reached about 5 p. m. on July 1. This is one of the most remarkable settlements in America. The island is a great mass of basalt rock, about a mile in length, rising from the sea with perpendicular sides from 700 to 1,000 feet above the water. On the south side the wall is broken down by a ravine rising at an angle of 45 degrees, and is filled with loose rock. A great, permanent snow bank filled the bottom of the ravine from the water to the top of the mountain. On the west side of the snow is the village of Ouk-i-vak, which consists of some 40 dwellings or underground houses, partly excavated in the side of the hill, and built up with stone walls. Across the top of these walls are large poles made from the driftwood that is caught floating around the island. Upon these are placed hides and grass, which are in turn covered with dirt. A low tunnel or dirt-covered hallway, 10 to 15 feet long, leads directly under the center of the dwelling. This is so low that we had to stoop and often creep in entering. At the end of the hall directly overhead is a hole about 18 inches in diameter. This is the entrance to the dwelling above.

Frequently in summer, these caves become too damp to live in. The people then erect a summer house upon top of the winter one. The summer house consists of walrus hides, stretched over a wooden frame, making a room from 10 to 15 feet square. These summer houses are guyed to rocks with rawhide ropes, to prevent them from being blown off into the sea. The entrance is an oval hole in the walrus hide, about 2 feet above the floor. Outside of the door is a narrow platform about 2 feet wide, leading back to the side of the hill. Some of these platforms are from 15 to 20 feet above the roofs of the huts below them. Across the ravine from the village, at the base of the perpendicular sides of the island is a cave, into the mouth of which the surf dashes and roars. At the back of the cave is a large bank of perpetual snow. On the side of the mountain above there is a perpendicular shaft from 80 to 100 feet deep, leading down into the cave. This cave is the storehouse for the whole village. Walrus and seal meat is dropped down the shaft, and then stored away in rooms excavated in the snow. As the temperature in the cave never rises above freezing point, meat so stored soon freezes solid and keeps indefinitely. The women gain entrance to their storehouse by letting themselves down the shaft, hand over hand, along a rawhide rope.

Capt. Healy had a census taken with the following result: Total population 200, of whom 33 were males and 45 females under 21 years of age. Here, as at the other native villages, I secured a number of articles of interest for the museum of natural history and ethnology at Sitka.

THE WHALING FLEET.

At 3:15 a. m. on the 2d of July the ship anchored at Port Clarence, in the midst of the Arctic whaling fleet. Eight steamers and eighteen sailing vessels, all flying the American flag, were an inspiring sight in this far off, uninhabited bay; almost within the Arctic Circle; and the more so, as a few months ago, in Washington, I heard a gentleman who had just returned from a trip around the world, say in a public address that in all his trip, he had seen but one vessel flying the Stars and Stripes. Many of the whalers leave San Francisco in January, and it is their custom to gather at this point about the 1st of July before entering the Arctic Ocean, to meet a steamer sent from San Francisco with a fresh supply of provisions, coal, etc.

Soon after anchoring, the captains of the whalers began arriving in order to get their mail, for the captain of the revenue steamer, among other good offices for humanity, brings up the yearly mail for the 2,000 whalers, traders, teachers, and missionaries, and whoever else may be living in the Arctic regions of the United States. For those who have had no tidings from their loved ones at home or returns from an important business transaction, the coming of the revenue steamer is an important event. Great bundles of letters and papers were piled upon the captain's table, and again and again they were carefully scanned, each captain picking out those that belonged to himself or his crew. Some of them did this so nervously, that though they personally looked over the packet three or four different times, they still missed some, which would be detected and handed out by some one following.

A few visiting Eskimos were camped upon the beach, some of them being dressed in bird instead of deer skins.

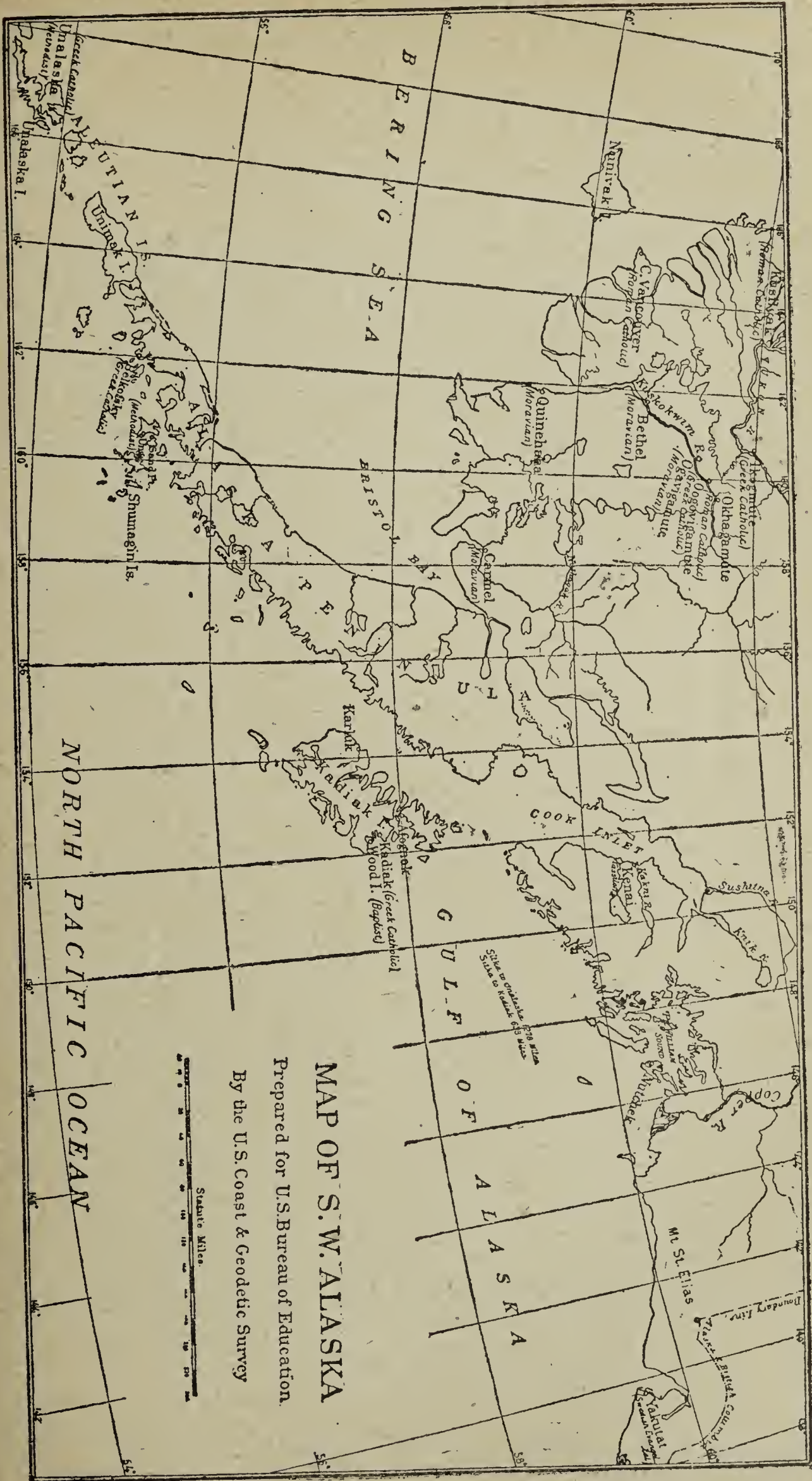
The day before we arrived the mate of one of the vessels had died, and an officer on another vessel was very sick, dying a few weeks afterwards. In a fleet with hundreds of sailors are some accidental cuts, bruises, etc., so that there were many calls for the professional services of the Government physician. This is another feature of the beneficent work of the revenue steamer. In Arctic Alaska in summer are 2,000 sailors on the whalers, a hundred traders and thousands of natives, covering an area of tens of thousands of square miles, and no physician except the one carried around on the annual cruise of this vessel. The value of such services can not be estimated.

During our stay at Port Clarence Capt. Healy, in the discharge of his official duty, as usual, sent officers on board of every vessel to search for liquors. The large majority of the captains of the whaling vessels are opposed to the trading of liquors to the natives for furs; but there are some who believe in it, and boldly say that if the cutter did not come and search them they would engage in it, and that they do engage in it on the Siberian coast, where the cutter has no jurisdiction. The result of the search was that 11 barrels of alcohol and 6 cases of gin were seized upon one schooner and emptied into the ocean. One captain, seeing the officer coming, emptied a barrel of liquor over the side of his vessel and threw three gallon cans after it. The cans, instead of sinking, floated by the searching officer. He, doubtless thinking them empty kerosene cans, did not take the trouble to pick them up. During the past ten years hundreds of barrels of vile liquors have been emptied into the sea as the result of the vigilance of Capt. Healy and the officers of the revenue cutter. The amount of crime, suffering, and destitution thus prevented can not be overestimated. The country and all who are interested in saving the natives of this coast from the demoralization of rum owe a large debt of gratitude to Capt. Healy, who has practically broken up the traffic on this northwest coast.

One of the captains reported a case of assault and battery with intent to kill. On the 30th of June his steward had dangerously wounded one of the sailors, cutting with a razor a gash $8\frac{1}{2}$ inches long and to the ribs in depth. The steward had been in irons ever since. It was a small schooner and there was no suitable place for keeping the prisoner, who had threatened to kill the mate and fire the ship when he regained his liberty. Under the circumstances the captain was very anxious to get rid of him, and wrote Capt. Healy, as the nearest Government official, an urgent letter asking him to take the man off his hands. This is another phase of the many-sided work of a Government cutter in this vast land without law or courts. The steward being equally anxious to claim the protection of the Government, he was brought alongside in irons. The irons were taken off and he was assigned work. The commanding officers of all the revenue vessels visiting these outlying portions of the country should be clothed with the powers of a justice of the peace, so that offenses could be investigated, testimony taken, and offenders arrested and bound over for trial at the United States district court at Sitka. As it is, the captain could not legally have taken this man against his will, and when the vessel arrives at San Francisco the man can go ashore a free man, escaping not only all punishment, but even an official investigation.

In the harbor awaiting our arrival was the schooner *Oscar and Hattie*, Capt. J. J. Haviside master, laden with building material and supplies for the schoolhouses at Cape Prince of Wales, Point Hope, and Point Barrow. The schooner got under way that same afternoon for Cape Prince of Wales, about 30 miles distant. Upon the following day the schooner *Jennie* arrived with supplies for the whalers. She had on board the four teachers, Messrs. H. R. Thornton and W. T. Lopp for Cape Prince of Wales, Dr. John B. Drigg for Point Hope, and Mr. L. M. Stevenson for Point Barrow. At midnight we witnessed one of those gorgeous sunsets for which the Pacific coast is so famous.

On the morning of the 4th of July all the vessels "dressed ship" in honor of the day. At 8 o'clock a. m. we got under way, reaching Cape Prince of Wales at 1:25 p. m. The captain very kindly sent Prof. Thornton and myself ashore at once, and we celebrated the 4th of July, 1890, by locating at this extreme western end of the western hemisphere the site and laying the foundations of the first schoolhouse and mission on the Arctic coast of Alaska. From this school is visible to the north, the Arctic Ocean; to the south, Bering Sea, and to the west, Bering Straits, the coast of Siberia, and Diomedé Islands. The cape is a bold promontory crowned with groups of needle rocks. As we had a teacher on board, we could trace the resemblance of one group to a teacher and pupils. Back of the coast the mountain peaks rise to the height of 2,596 feet. At the base of the promontory is a low sand spit, upon which is built the native village of King-e-gan. This school is one of the contract schools of the U. S. Bureau of Education and is in charge of the American Missionary Association of the



Congregational Church. The money needed for its establishment was contributed by the Congregational Church of Southport, Conn., Rev. William H. Holman, pastor.

At Port Clarence volunteers were called for and through the courtesy of the several captains the following carpenters offered their services without pay in the erection of the schoolhouses at Cape Prince of Wales and Point Hope: Charles Johnson, of the steam bark *Thrasher*; James Hepburn, of the *Balena*; Edward E. Norton, of the *Orca*, and A. S. Curry, of the *Grampus*. Capt. Healy sent off 2 carpenters and 10 or 12 men from the *Bear*.

While the house was building Capt. Healy took the ship over to (Krusenstern) Little Diomedé Island to take the census of Imach-leet. Upon our arrival it was storming so badly that he was compelled to continue on over to the Asiatic side for a safe anchorage. On the third day, the storm having abated, we started for Imach-leet, calling at East Cape on our way. We also passed close to Inug-leet, on Ratmanoff Island, but did not go on shore.

Bering Straits, which separate the American and Asiatic continents, are 40 miles broad. These straits were first passed by Capt. Bering in August, 1728, who demonstrated the fact that Asia was separated from America. It remained for Capt. Cook, in August, 1778, to complete Bering's discoveries and give to the world the exact relations of the continents to each other. Nearly in the center are Big and Little Diomedé (Ratmanoff and Krusenstern) islands. The former belongs to Russia, and the latter to the United States. As these islands are only 2 miles apart, Russia and the United States are here close together.

Imach-leet, like Inug-leet and Ouk-i-vak, is built upon the steep side of a mountain, and is the filthiest place yet visited. Being so close to the Asiatic settlements, it is the gateway of much of the liquor smuggled into this section of Alaska. A school with an efficient teacher at this place would prevent much of this illicit traffic and accomplish a great work.

As we returned to King-e-gan we sailed close to Fairway Rock, the Indian name of which is Oo-ghe-e-ak, and is said to signify, "Thanks to God," because there is room to shelter two native boats which may be overtaken in this part of the sea by a storm. Fairway Rock is a quarter of a mile in circumference and from 300 to 400 feet high. It is one of the natural danger-signal stations of Bering Sea and the Arctic, being occupied by myriads of birds, which, by their continual cries in thick and foggy weather, warn the navigator of his proximity to the rock.

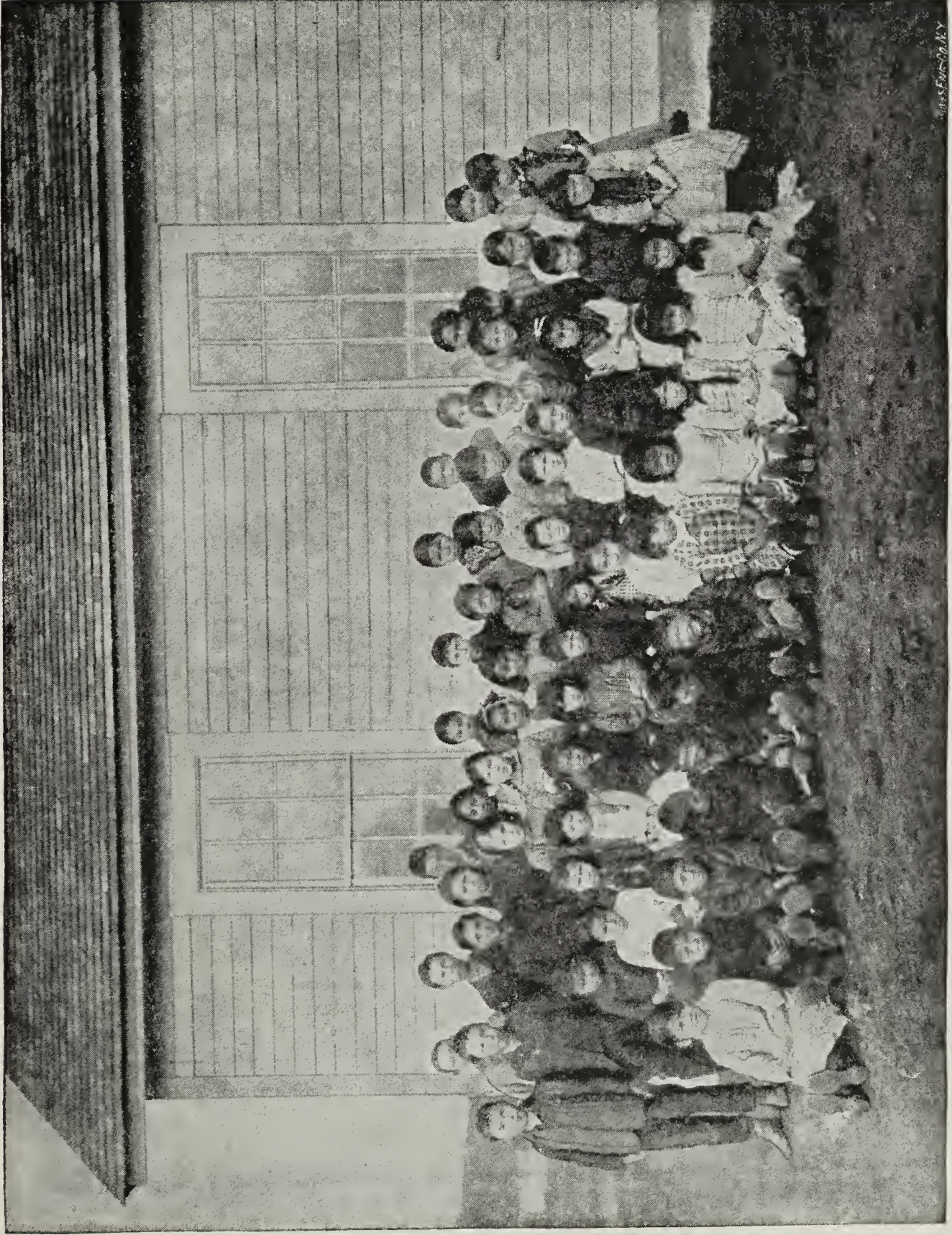
At King-e-gan the captain picked up his carpenters and sailors, who had finished the school building, and on the afternoon of July 12 we started northward through Bering Straits into the Arctic Ocean. Twenty-four hours later we crossed the Arctic Circle and were in "the land of the midnight sun."

July 13 Capt. Healy anchored off Schishmareff Inlet to take the census. At the time of Capt. Beechey's expedition in 1826 there was a large native village here. Now it is reduced to a very small number.

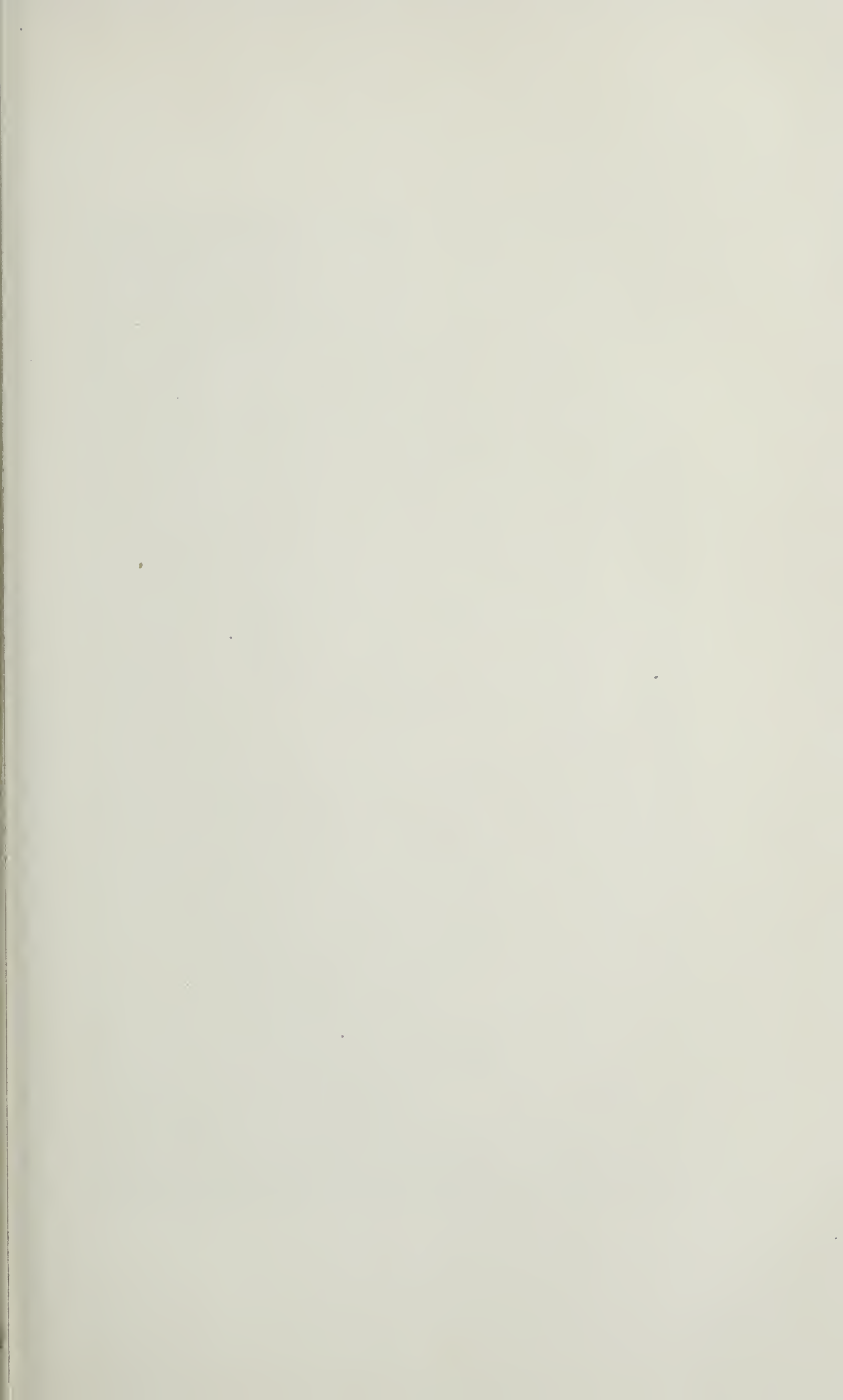
In visiting the camp upon shore I came across the oldest-looking native that I have seen this season. A number of the natives visited the ship. Wild ducks were so plentiful that the captain bought a couple of dozen for the table at the rate of a cent apiece. The next morning we anchored off Cape Blossom, in Kotzebue Sound. This sound was discovered on the 1st of August, 1816, by Capt. Kotzebue, in command of the *Rurik*, fitted out by Count Romanoff, of Russia, to discover the northwest passage. In September, 1826, it was visited by Capt. Beechey in the British ship *Blossom*, who was coöperating with Sir John Franklin, Franklin working from the eastern side toward the west, and Beechey from the western side eastward. The two expeditions failed to make connection. While in the sound Capt. Beechey buried a cask of flour. In July, 1850, the ships *Herald*, Capt. Hellett, *Plover*, Capt. Moore, and the *Investigator*, sent by the British Admiralty in search of Sir John Franklin, and the schooner yacht *Nancy Dawson*, under her owner, Robert Shedder, visited the sound. The flour buried nearly a quarter of a century before was found in good condition, and a dinner party given, at which were cakes and pies made from it. In Eschscholtz Sound, the southwest arm of Kotzebue Sound, are cliffs from 20 to 80 feet in height, which rise into hills between 400 and 500 feet above the sea.

At the time of Kotzebue's visit this cliff was supposed to be an immense iceberg, covered with a foot of soil and grass, but was found by Capt. Beechey to be frozen earth. The interesting feature of the cliff is that it contains a large deposit of fossil ivory, mammoth tusks, teeth, and bones. I secured portions of two mammoth tusks and two teeth.

One afternoon Lieut. Buhner and myself started to visit some of the native villages. After going about 15 miles we got on the shoals and were compelled



Aleute School Children on St. Paul Island. (Page 1276.)





Natives at Sheshalik, Kotzebue Sound. (Page 1277.)
(From the U. S. Revenue Marine.)

to return to the ship. While absent we landed and visited some native graves. There is a row of them extending for miles along the beach. As there is a frozen subsoil, rendering it very difficult to dig graves, the dead are wrapped up in seal skins, which are securely tied and then deposited above the ground in the forks of poles or elevated platforms so high above the earth that the wild animals can not reach them.

The whole landscape out from under the snow was covered with beautiful wild flowers, and we were covered with mosquitoes that swarmed around us in clouds. We saw very few natives on the beach, they being largely at Sheshalik, on the north side of Hotham Inlet. When the ice leaves Kotzebue Sound in the summer the beluga, or white whale, comes in, and the natives come down the rivers by hundreds from the interior to hunt him and later on to barter with the coast tribes. About the middle of July the run of the whales is over, and that of the salmon commences on the Cape Blossom side of the inlet. The population then change their tents from the north to the south side of the inlet. In the mean time the Alaskan and Siberian coast natives are arriving day by day, until in August from 1,500 to 2,500 people are gathered on the spit north of Cape Blossom, fishing and trading. This is the great international annual fair and market of Arctic Alaska.

The natives of the interior here barter their beautiful furs with the natives of the coast for seal oil, walrus hides, and seal skins, and with the natives of Siberia for reindeer skins, whisky, and breech-loading firearms, cartridges, etc. Formerly these gatherings were visited by schooners, fitted out at San Francisco and Sandwich Islands, with cargoes of liquor in bottles labeled "Florida Water," "Bay Rum," "Pain Killer," "Jamaica Ginger," etc. This traffic has largely been broken up by the visits of the revenue cutters.

A schooner was at anchor off Cape Blossom when we arrived. Seeing the cutter it weighed anchor and sailed away, but not before an officer had been sent on board to search her. Although no unusual supply of liquor was found on board, yet that afternoon a native and his wife were found drunk from liquor received from this vessel. They were brought aboard the cutter, testified where they secured the liquor, received a reprimand, and upon the promise of not drinking again, were let go.

On the north side of the sound is the entrance to Hotham Inlet into which empty two large rivers, the Kowak and the Noatak. Although the existence of these rivers was known in a vague way by reports from native sources, they were first explored and mapped in 1883, 1884, and 1885 by expeditions fitted out by Capt. Healy, commanding the *Corwin*. As the larger number of natives whom I wished to see had not yet arrived the captain concluded to go on and fulfill his duties farther north and return here before the people should separate, consequently, on the morning of the 16th, with a fair wind, he sailed northward. We were soon abreast of Cape Krusenstern, where, in July, 1886, the *John Carver* was crushed in the ice. On the morning of the 17th we dropped anchor off Cape Thompson to water ship. The ship's boats were taken ashore and filled with fresh water from a creek. The boats were then rowed back to the ship and the water pumped from them into the ship's tanks. By noon the tanks were full and we had on board a month's supply of water. In the afternoon the sailors were allowed to go ashore and wash their clothes. Soon after anchoring the natives began to come on board and the deck was covered with them all day.

Cape Thompson is a bold, rocky bluff 1,200 feet high. It is a remarkable cliff geologically, showing a great fold of the earth's crust. The face of the cliff is also a great bird rookery, birds by the thousand and tens of thousands nesting in the cracks and upon the projections of the rocks. Wishing some egg shells a party of natives were hired for a few crackers to get some eggs. Taking a rope with them, they scaled the cliffs, and letting one of their number down the face of the precipice with the rope he soon gathered two bushels and a half of eggs.

Leaving Cape Thompson at 5 o'clock p. m. we reached Point Hope about 11 p. m., and dropped anchor in the midst of twelve vessels, largely belonging to the New Bedford whaling fleet. The captain immediately dispatched a boat for mail to the bark *Thomas Pope* that had come up from San Francisco with supplies to the whalers from New Bedford. In due time the boat returned with a batch of papers as late as June 10, but no letters. It then being nearly midnight I concluded to remain up and see the midnight sun, which dipped about half way into the water and then commenced to rise again. At the setting it was partially obscured by a cloud, but the rising was cloudless and beautiful.

Point Hope is a narrow stretch of land extending out into the Arctic Ocean, some 16 miles from the general line of the coast. This gives it its native name Tig-e-rach (Finger.) It has evidently been formed by two great fields of ice

grounding on the bottom and pushing the sand in a ridge before them, until the ridge rises above the ocean. Between these parallel ridges is a lake extending nearly the entire length of the peninsula. Formerly the cape extended still farther into the ocean, but one year the ice pack came along with such force as to cut the end off, sweeping away with it a number of underground houses.

For three days we lay at anchor riding out a southern gale. Ten days later (July 28), at the same place, in a similar storm, the *Thomas Pope*, having not yet finished discharging her freight was driven into the breakers and wrecked, and her crew was received on board the revenue cutter by Capt. Healy. On Monday, July 21, the storm having abated, the ship was moved nearer the village and I went ashore to inspect the school building, which was in process of erection by Capt. Haviside and the volunteering carpenters who had preceded us from Cape Prince of Wales, where Capt. Healy had remained to finish up the work on that school building. Capt. Healy sent his carpenter and a number of sailors on shore to assist in the work. By night the building was finished and ready for occupancy. This is the second of our new schools in the Arctic. It is a contract school under the supervision of the Mission Society of the Protestant Episcopal Church. The teacher is John B. Driggs, M. D. The advisability of the establishment of a school at this point was represented to me last fall by Lieut. Commander Charles H. Stockton, U. S. Navy, who had just returned from a cruise on this coast. Bringing the matter to the attention of Hon. W. T. Harris, LL. D., United States Commissioner of Education, and through him to the honorable Secretary of the Interior, I had the privilege of securing the establishment of schools for the Arctic Eskimo at that place.

While at Point Hope I visited the native village, but few of the people being home. I also visited the cemetery; the dead, tied up in deer and walrus skin blankets, are laid on platforms above the reach of dogs and wild beasts. The present population is about 300. But in the year 1800, when this was the leading tribe on the Arctic coast, the village is supposed to have had a population of about 2,000. In that year their power was broken by a great land and sea fight near Cape Seppings, between them and the Nooatoks of the interior. In this disastrous battle their leading hunters being killed, a famine set in which carried away half of the remaining inhabitants. During the day a number of natives came on board. Among them were three from Cape Prince of Wales. Last winter while out on the ice after seals, the ice broke loose from the shore and floated out to sea, carrying them with it. They were on the ice drifting helplessly about in the Arctic Ocean for a month or six weeks, when the floe finally went ashore at Cape Thompson, 150 miles north of where they started from. The party of five were reduced to the greatest straits for food, even eating up their boots. One died on the ice, and a second soon after landing, leaving three to be returned on the cutter to their friends and homes. Last winter two men on the ice hunting were drifted away from this place and have never been heard from.

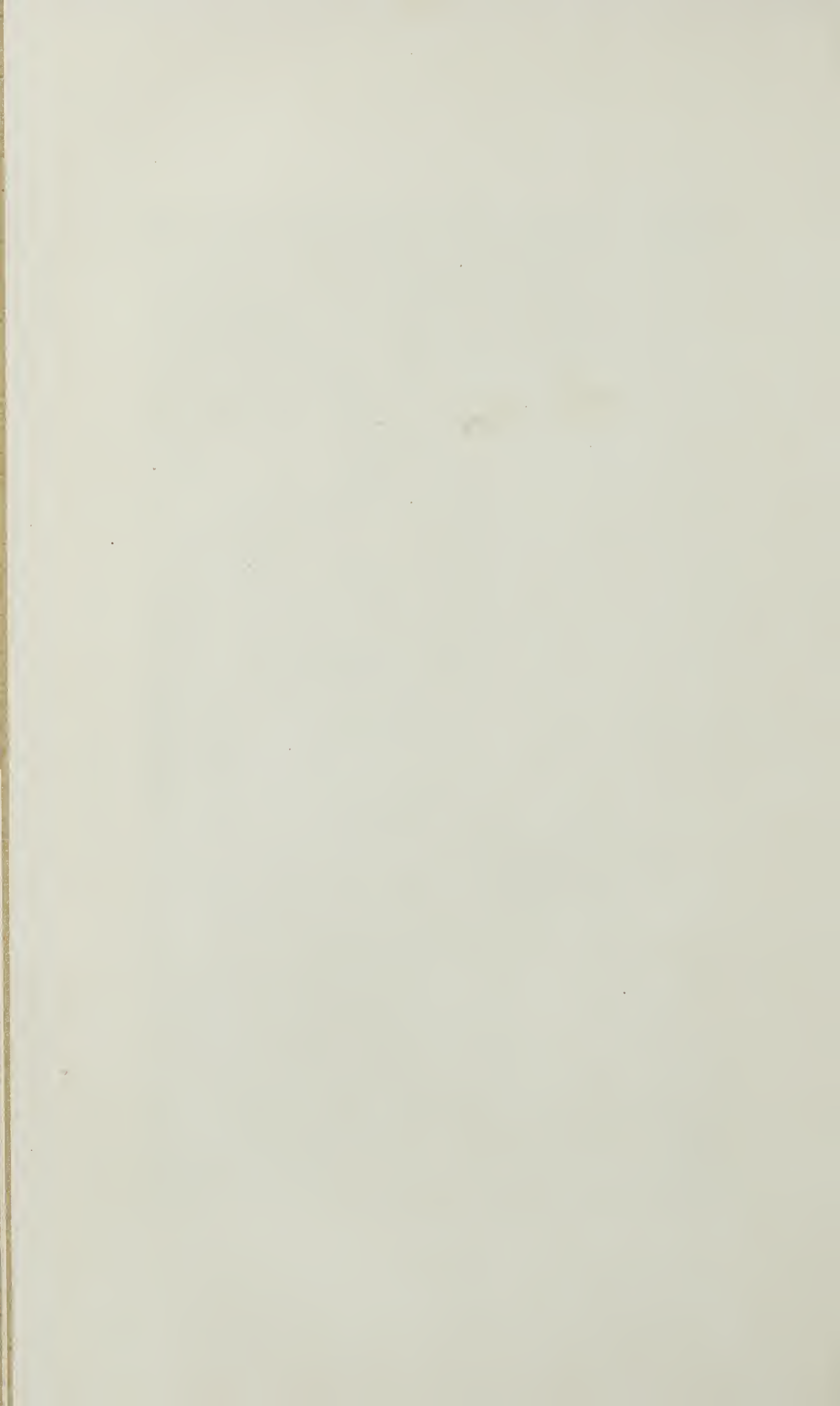
Four ships have been wrecked here in late years. The *Louisa* and the bark *John Howland* in 1883; the *Thomas Pope* in 1890, and the *Little Ohio* in 1888. In connection with the latter wreck, the officers and 30 men were drowned. Among those that were saved was a sailor, who took a position at the whaling station. Last winter while en route from Cape Lisburne coal mines to Point Hope, he froze his feet so badly that mortification set in. Upon the arrival of the *Bear* he was received on board for medical attendance, and his toes were amputated by the surgeon.

In 1887 a San Francisco firm established a whaling station several miles from the village, the influence of which has been demoralizing. The natives are now recruiting their numbers by purchasing children from the interior tribes, which children, as they grow up, become a part of the tribe. The market price for a child is a seal skin bag of oil, or a suit of old clothes.

Having attended to everything that was necessary at Point Hope, and paid off the natives who assisted in the erection of the schoolhouse, our mail was sent over to the *Thomas Pope*, which was soon to sail for San Francisco, and at 10 o'clock a. m. on the 22d of July we sailed north with a fair wind, passing Cape Lisburne at 1:35 p. m. From Cape Lisburne the coast turns to the eastward at almost a right angle, the general trend being to the northeast until Point Barrow, the most northern limit of the continent, is reached: Cape Lisburne, 849 feet high, is a bold bluff of flint and limestone, abounding with fossil shells and marine animals. It is also in its season a noted rookery for birds. The immediate vicinity is said to be the flower garden of the Arctic (Koog-Moote) on account of the number and variety of the wild flowers. From Cape Lisburne there is a uniform descent and breaking down of the hills for 50 miles

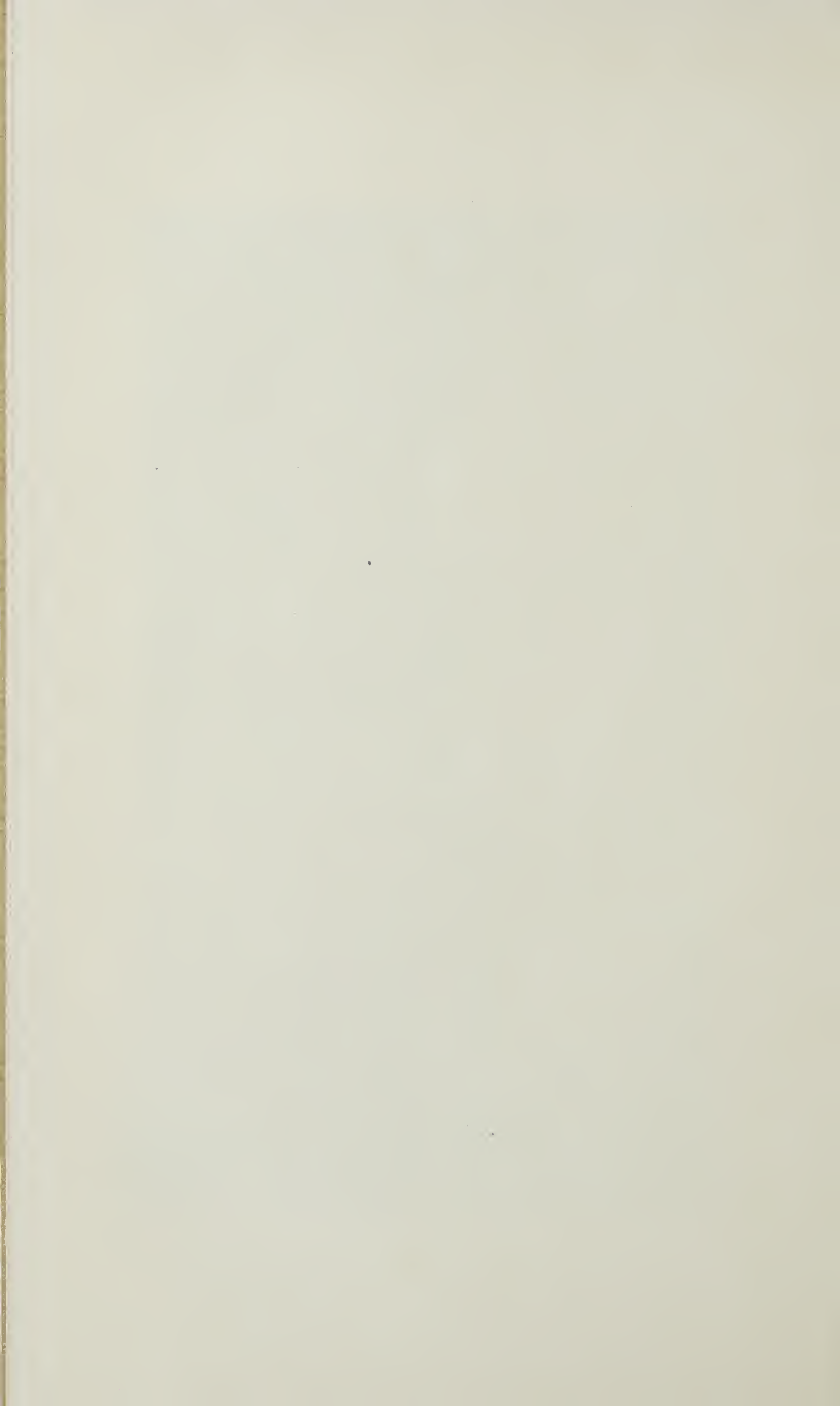


Group of Eskimos, Point Hope. (Page 1278.)
(From the U. S. Revenue Marine.)

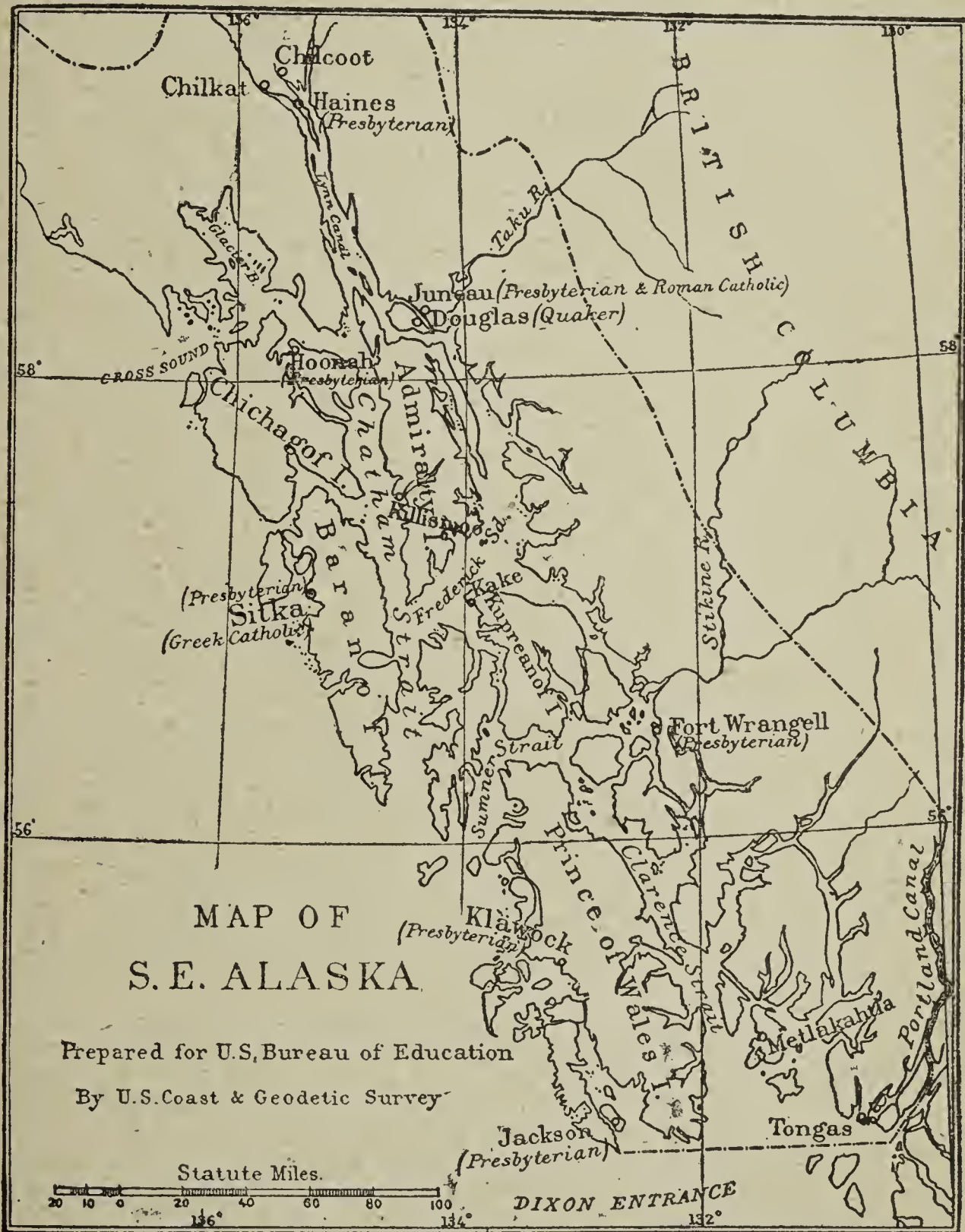




Native House at Point Hope, Alaska. (Page 1278.)
(From the U. S. Revenue Marine.)



to Cape Beaufort. At Cape Beaufort is the last point where the hills reach the coast. Soon after leaving the cape, the ice has pushed up the sand, forming a shingle or outer coast, running parallel with the real coast. This outer coast is a strip of sand with a varying width of 900 to 1,000 feet, about 6 feet above the level of the sea, and extending 120 miles north. The body of water inclosed between the two coasts is from 2 to 6 miles wide. From Cape Lisburne to Cape Beaufort are extensive coal mines, at which some of the steam whalers replenish their exhausted supplies. This season over 500 tons have been mined by the whalers. At Cape Beaufort the geological formation is sandstone, inclosing petrified wood and rushes, with veins of coal. Drift coal was found on the beach almost



up to Point Barrow. During the night the wind gradually grew stronger until towards morning, when we encountered a heavy southwest gale, causing the ship to roll until it was almost impossible to keep in bed.

At 11 o'clock a. m., on the 24th of July, we were in the midst of floating ice, and at noon anchored off Cape Collie. Soon the mosquitoes began to swarm on board, and the captain moved his anchorage farther out to sea.

We were again in the midst of the whaling fleet, and at the edge of the ice pack which prevented farther progress to the north. The Arctic "pack" is the name given to that large body of perpetual solid ice in the Arctic Ocean extending from the coast of Alaska across to Siberia. Its southern limit is constantly

changing with the severity of the season, and the course of winds and currents. Its southern edge is also irregular, sometimes containing openings or canals extending into the pack for miles, these are called "leads." A wider and shorter opening is called a "pocket."

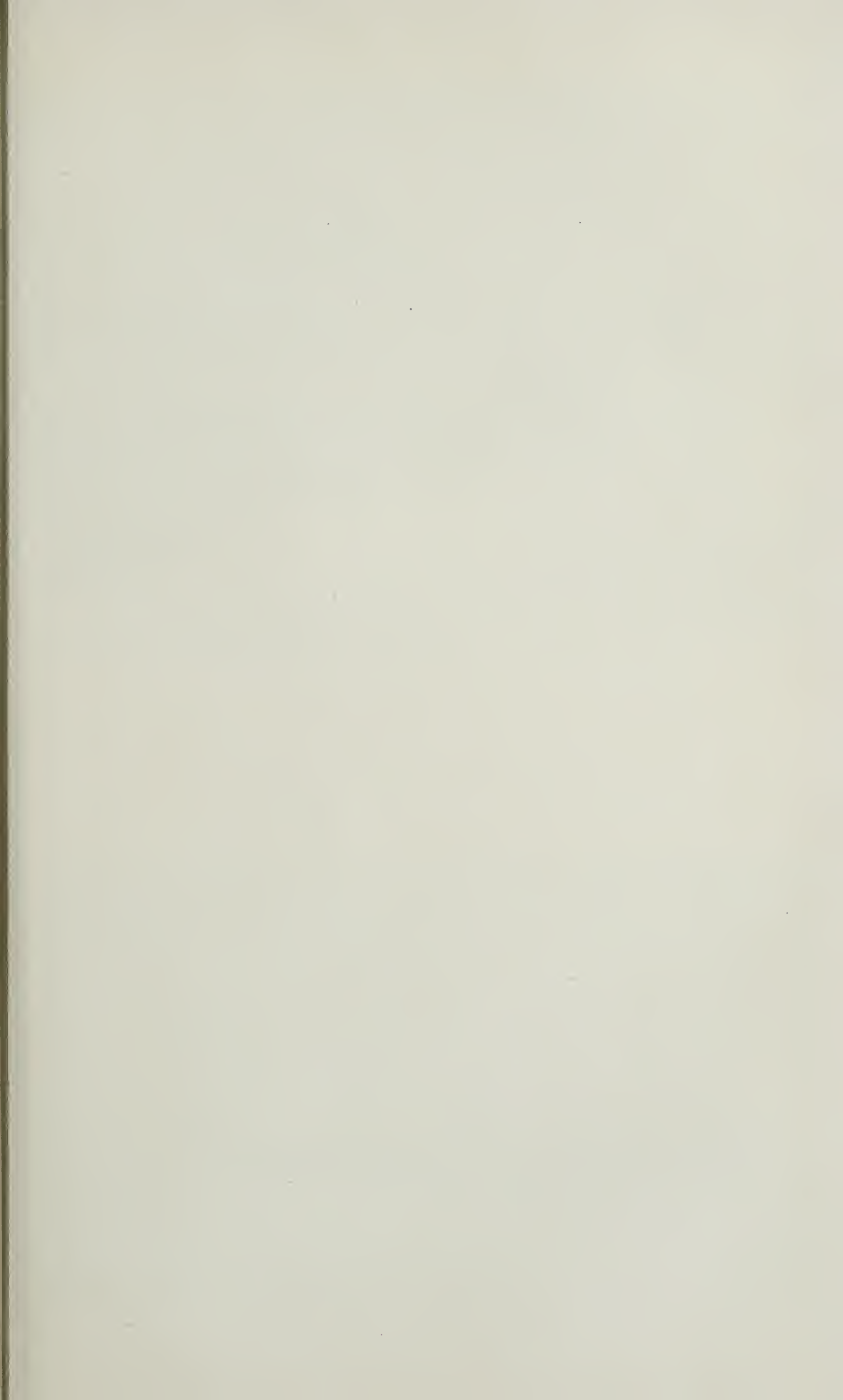
In August, 1778, Capt. Cook found the southern edge of the pack resting on Icy Cape, 40 miles south of our present anchorage. It was a compact wall of ice, 10 feet above the water and from 70 to 90 feet under the surface, extending west of north and east by south, from continent to continent. In 1826 Capt. Beechey did not meet it until near Cape Smyth, 120 miles farther north. August 20, 1879, the fleet reached the pack at Blossom Shoals, off Icy Cape. August 10, 1885, the pack was at our present anchorage. Cape Collie is at the north side of the entrance to Wainwright Inlet, an extensive lagoon into which empties a considerable river from the interior. After lunch I accompanied Lieut. Dimock and the interpreter ashore, on a visit to the native village of Koog-moot. On account of the shore ice making out some distance from the beach, we had great difficulty in landing and still greater danger in embarking again. Along the outer edge was a mass of detached pieces of ice that under the influence of the waves were bobbing up and down and constantly shifting their position. The greatest care had to be taken lest our small boat should be caught and crushed. And when we got upon the ice and attempted to make our way from one cake to another the peril was still greater. Although our heads and faces were covered with musquito netting, the little insects managed to get inside and make our stay ashore a torment. Arctic ptarmigan were abundant. The first party of natives we met were eating reindeer meat. Taking a large chunk in the left hand and fastening upon it with the teeth, a knife held in the right hand was passed upward close to the mouth, severing a piece as large as could be conveniently chewed. I think a beginner at this method of carving meat would slice off the end of his nose.

I counted twelve underground huts in the village, none of which were occupied. The larger portion of the people were inland hunting reindeer. The few remaining at the village were living in tents, their winter houses being partly filled with water. While on shore I walked out on the ice to the hull of the *George & Susan*. This bark was wrecked on the 10th of August, 1885, together with the *Mabel*. Three of the crew were drowned in getting ashore, and some of those that escaped were in an exceedingly critical condition for several hours after they were rescued by Capt. Healy and taken aboard of the revenue cutter *Corwin*, which was anchored in the neighborhood.

Early on July 25 we started in search of the "ice pack," which we found 5 miles away. After skirting the pack a short distance, the captain returned in shore and anchored off Point Belcher. At this point is another small village (She-rah-rack) of twelve winter hunts, which I visited. But three or four families remained in the place, the others being off hunting the reindeer.

On July 26 it snowed nearly all day. At 11 p. m. the captain again started out to examine the condition of the ice. After skirting the edge of the pack for some distance we returned and anchored off Cape Franklin. In the afternoon the captain changed his anchorage a few miles north, off Sea Horse Islands. While lying here at anchor Capt. Healy secured for me two nests and eggs of the eider duck.

We are now in the midst of the Arctic graveyard of ships. In the last 20 years from 75 to 80 vessels connected with the whale trade have been wrecked on the American side of the Arctic coast, and from 15 to 20 on the Asiatic side. In 1871 33 ships were caught in the ice near here and abandoned, and 1,200 sailors were cast helplessly on this sterile coast, with an insufficient supply of provisions, and for 100 miles the ice pack was solid between them and escape. There was then no refuge station at Point Barrow, but fortunately they were able to get south along the coast until they met some ships that took them off. Again, in 1876, 13 whaling vessels were caught in the ice off these same Sea Horse Islands and drifted helplessly to the north of Point Barrow, where they were abandoned. To the northward the *Daniel Webster* was crushed in the ice in 1881, the steamer *North Star* in 1882, and schooner *Clara Light* in 1885. A little to the south of this point the bark *John Howland* was stove in by the ice off Point Lay in 1883, steamer *Bow Head* off Point Belcher in 1884, the *Mabel* and *George and Susan* off Point Collie. A little west of this point the barks *Mt. Wollaston* and *Vigilant* were caught in the ice in 1879, and no tidings have ever come from vessels or crews. On the 8th of August, 1888, the barks *Fleetwing*, *Young Phoenix*, *Mary and Susan*, and schooner *Jane Gray* were lost in the ice off Point Barrow, 160 of their crew being rescued by Capt. Healy, who was in the vicinity. It is when a ship reaches the ice that extreme watchful-





Refuge Station, Point Barrow, Alaska. (See page 1281.)
(Courtesy of Scribner's Magazine.)



U. S. Revenue Cutter "Bear" Communicating with Siberian Deermen. (See page 1293.)
(Photo. by Dr. S. J. Cal. From The Californian.)

ness and care is demanded; the smallest change of wind, currents, or ice being noted and weighed, which means to the commanding officer days and nights of sleepless anxiety. It was in one of these seasons of anxiety that Capt. Healy spent 75 consecutive hours in the crow's nest at the masthead, his food being taken up to him.

On the 30th of July we were getting tired of our enforced delay. We had been a week off Point Belcher and Sea Horse Islands, waiting for the ice pack to swing off the shore and let us forward. That night, as we were upon deck watching the midnight sun, a large field of shore ice was seen drifting toward us. For a little the good ship held fast as the great cakes broke on her bow and ground against her sides; but by and by the pressure became too great and she dragged her anchor, and commenced drifting toward the shoals. Steam was at once raised, the anchor weighed, and the ship set at work bucking her way through the ice. Once under way the captain concluded to go on until again stopped by the ice. Threading his way carefully through masses of floating ice, he reached and anchored on the morning of July 31 off the village of Ootkeavie, near Point Barrow. Upon communicating with the shore it was found that the ice had left two days previous, and that the first vessels had arrived a few hours before. Masses of ice were still floating by in the current and grounded icebergs lay between the ship and the beach. Ootkeavie, next to Cape Prince of Wales, is the largest village on the Arctic coast, numbering about 300 people. In 1881, 1882, and 1883 it was occupied as one of the stations of the International Polar Expedition. The house built by Lieut. P. H. Ray for the use of the expedition has been leased to the Pacific Steam Whaling Company, and is used by them as a whaling station and trading post, the gentleman in charge being Mr. John W. Kelly, who has given the world an interesting monograph on the Arctic Eskimo, together with an Eskimo-English vocabulary. Both were published last spring by the United States Bureau of Education. This is also the location of the Government refuge station for shipwrecked whalers.

Within the past 10 years some 2,000 sailors have been wrecked on this Arctic coast. So far they have been fortunate in finding vessels within reach to carry them south to civilization, but the occasion is liable to come any season when they will be compelled to winter here. This to a large body of men means slow starvation and death. They could not subsist on the country, and there is no adequate provision within 1,500 or 2,000 miles; and when the long Arctic winter sets in no power on earth could reach them with help. To provide against any such horrible tragedy Capt. Healy early saw the necessity of having an ample supply of provisions stored at some central place in the Arctic. The plan grew and took shape in his own mind. He enlisted his friends and the men interested in the whaling industry, particularly in New Bedford and San Francisco, and finally, after many vexatious delays that would have discouraged a less persistent man, Congress voted the money for the erection of the buildings and the procuring of the provisions.

Last year Capt. Healy brought up the materials and erected the main building, which is a low one-story building, 30 by 48 feet in size. The walls, roof, and floor are made double, as a protection against the intense cold of this high northern latitude in winter. It will accommodate 50 men comfortably; it can shelter 100 if necessary. The house has provisions for 100 men 12 months, and is admirably adapted for its purpose. This year Capt. Healy had on board the material for the construction of a storehouse, also an additional supply of provisions, clothing, and coal.

The Ootkeavie is one of the villages selected by the United States Bureau of Education for the establishment of a school, the contract for which was given by Dr. Harris to the Board of Home Missions of the Presbyterian Church. The money necessary for its establishment was generously contributed by Mrs. Elliott F. Shepard, of New York. The teacher is Prof. L. M. Stevenson, of Versailles, Ohio, who reached the place on July 30, 1890. Owing to the shortness of the time and the great distance from the source of supplies, and the dangers of Arctic navigation, I was able to secure material this season for only two of the school buildings and teachers' residences to be erected in the Arctic. These were placed at Cape Prince of Wales and Point Hope. Next season I hope to erect one at Point Barrow. In the mean time, through the courtesy of Capt. Healy, representing the Treasury Department, I secured a room for the school in one of the Government buildings. This is the most northern school in America, and with but one exception in the world, being in latitude $71^{\circ}23'$ north. At this point the trend of the continent turns to the eastward. However, on this point the ice has pushed a low ridge of sand, which extends from 8 to 10 miles farther north. On the end of this sand spit is a small village called Nu-

wuk. On the sand spit midway between the villages is a hunting station, where the natives congregate for weeks in summer to kill ducks, as they pass to and fro from water to water over the sand spit. Thousands upon thousands are killed here every season.

On the day of our arrival I spent the whole time on shore arranging for the school. That evening the wind that had been freshening up all afternoon increased to a gale. The barometer was going down, down, down: heavy masses of ice were drifting by when the captain gave orders to weigh anchor and make a lee on the northeast side of Point Barrow, whither 16 vessels of the whaling fleet has preceded us. In a similar storm last summer, shortly after the *Bear* left her anchorage at Ootkeavie, the ice came in and piled up 30 feet high on the very spot the vessel had left. The storm proved the severest we had encountered this season, changing the configuration of the coast line for miles. At Ootkeavie, 20 tons of coal just landed for the use of the Government school, was either swept out to sea or buried deep under the sand—no trace of it could be found.

All day long, on the 1st of August, the gale howled and shrieked through the rigging, but the *Bear* rode it out in safety. In the evening a new danger presented itself. It was found that the great ice pack, which was only 5 to 7 miles distant was closing in upon the shore, and soon we would be prisoners shut up in an ice trap. From this there would be no escape until the wind changed and drove the ice again off shore. This was the condition of things on August 1, 1888. A number of the whalers had shifted, for protection, their anchorage from the west side of Point Barrow to the east side. The wind that had increased to a gale suddenly veered around from the southwest to the north, causing a heavy sea to break upon the bar. At 9 o'clock that night, the schooner *Jane Gray*, parted her cables and drifted against an iceberg—knocking a large hole in her side. She filled rapidly and sank, the crew taking to the small boats. The next to slip her moorings was the bark *Phoenix*. She struck the bar and sunk. Her crew drifted about in small boats for six hours in that terrible storm before they were picked up. Then the barks *Mary and Susan*, and *Fleetwing* went on to the bar and pounded to pieces. Several other vessels parted their cables, sustaining more or less danger.

In that fearful storm, when the waters of the Arctic were lashed into billows of foam, hurling masses of ice about like driving snow flakes, in the midst of snapping chains and crushing spars and tattered sails, when it seemed certain destruction to lower a small boat, the revenue cutter *Bear* rode the storm in safety, and her trained crew, under the direction of Cap. Healy, were venturing their lives and performing prodigies of valor in rescuing shipwrecked sailors. When the storm abated, 160 rescued men were on the decks of the *Bear*. On this occasion, fortunately for us, the storm abated before the ice reached us, and August 2 gave us a beautiful afternoon, of which I availed myself to go ashore.

The western and northern coast of America terminates at Point Barrow in latitude $71^{\circ} 23'$ north and longitude $156^{\circ} 10'$ west. Beyond this the coast trends to the eastward and southward. On the east side of the point is the native village of Nuwuk, which consists of a number of underground houses. But few families were home at the time of our visit, and they were mainly living in tents outside of their winter huts. The first white man to visit this place was Master Elson, of H. M. S. *Bossom* (Capt Beechey's expedition), in August, 1826. One hundred and forty-six miles to the eastward in Return Reef, the westernmost point reached by Sir John Franklin in his journey to form a junction with Capt. Beechey's expedition. The next visit by white men, was that of Capt. Simpson, of the Hudson Bay Company, who, in 1837, made the journey from the Mackenzie River.

During the winters of 1852, 1853, and 1854 H. M. S. *Plover* wintered in Elson Bay to the east of the point. Now a United States revenue marine vessel and many whaling ships visit the place annually.

Soon after returning to the *Bear* from the village, the captain was visited by Capt. Sherman, of the steam whaler *William Lewis*, and informed that the tender of the New Bedford whaling fleet, the bark *Thomas Pope*, which we had left but a few days before at anchor at Point Hope, was wrecked in the breakers at that point, on the 28th of July, and that the crew wished to be received on board the Government vessel and taken back to civilization. Consent having been obtained, the ten shipwrecked men were soon after sent on board. As the captain had on board the *Bear* the materials for a Government storehouse at the Point Barrow refuge station, he concluded to return at once to that place, and discharge his freight, that more comfortable quarters might be made for the shipwrecked sailors.

The weather was beautiful, the ocean smooth, and the sail exhilarating. At midnight the sun was visible in the northwest, and the full moon in the southeast. At 1 a. m., August 3, the ship anchored at Ootkeavie, where we remained a week while the ship's carpenters were building the Government storehouse, and the captain inspecting the refuge station. During the week, among the callers was Mr. J. B. Vincent, the hero of the shipwreck of the bark *Napoleon*, off the coast of Siberia. Mr. Vincent is now second mate on the whaling bark *Abram Barker*.

One afternoon Capt. Gifford, of the bark *Abram Barker*, came on board and represented that his engineer, a Russian, had made two or three attempts to disable the engine, upon which the safety of the ship depended, that he had the man in irons, and requested Capt. Healy to take him off his hands, as a dangerous character. The accused man himself joined in the request, and was received on board. This is another instance of the many sided and anomalous character of the officers of a revenue vessel in these waters beyond the reach of courts and law. This is another instance where the commanding officer of the revenue service should have power to investigate, arrest, and commit criminals to the United States district court for trial. As it is, a man who endeavored to wreck a ship, and endangered many lives, goes free.

In 1882 Lieut. Ray's party dug a well to the depth of 37.5 feet for observing the temperature of the earth. The entire distance was made through frozen sand and gravel. At the bottom of the shaft the temperature remained, winter and summer, uniformly at 12° F. At the depth of 20 feet a tunnel was run 10 feet and then a room 10 by 12 feet size excavated for a cellar. In this room the temperature never rises above 22° F. Birds and meat, placed in this room, freeze solid, and remain so until taken to the kitchen and thawed out for cooking. While at the station I descended into this unique storage house. The carcasses of several reindeer and dozens of eider ducks were taken from it, and presented to the ship, making a very welcome addition to our table fare.

In the spring of 1883, 500 ducks were stored there at one time. At Ootkeavie the captain, at the request of the father, received on board a half-breed Eskimo boy, about 5 years of age, who is to be forwarded to the industrial training school at Sitka, for an education.

On Saturday, August 9, the inspection of the refuge station being completed, the storehouse finished, and arrangements for the school perfected, preparations were made to return southward. At 4:10 p. m. the anchor was weighed and the vessel steamed north a few miles to procure the last letters of the whaling fleet. The Stars and Stripes were hoisted to the top of the mainmast as a signal that we were about sailing. Soon after anchoring in the midst of the fleet the boats began arriving, bringing off packages of letters. At 9:15 p. m. the flag was lowered, the anchor weighed, and the *Bear* steamed slowly away en route to civilization. As we passed by the ships, one after another dipped their flags and bade us an Arctic farewell, with many wishes for a safe voyage. Great masses of heavy black clouds lay along the whole northern horizon, like a curtain to hide the unknown regions beyond. To the east of us lay the low land spit that marks the northern limit of the continent, the native village of underground huts, and the white canvas and skin covered tents of the visiting natives from the interior. To the west of us the sun was preparing, at 10 o'clock p. m., for a most gorgeous sunset; and south of us, as if symbolical of the lands of light, privilege, and comfort, to which we were to return, there was not a cloud to be seen in the beautiful sky. At 10 o'clock p. m. we passed the school and refuge station, and soon they faded from sight and were left far behind us, in their Arctic solitude, until the *Bear* again visits them a twelvemonth hence.

On the 11th of August the captain anchored off Cape Sabine to water ship. In this vicinity are extensive and valuable coal banks. On the beach were several deserters from the whaling ships, who begged hard to be received on board and taken out of the country. One of their number had been drowned. Every year men desert from the whalers; some of these die from exposure, others are picked up by the *Bear*, as in the present case, and a few remain in the country, descending at once to the level of the natives, demoralizing and doing them much more harm than a missionary can do good.

On the 12th, in rounding Cape Lisburne in a gale, the jib boom and sails were carried away, and the ship ran back and anchored in the lea of the cape. The country in the vicinity of the cape has been called the flower garden of the Arctic, on account of the number and variety of beautiful wild flowers. On the 13th, although the storm had not fully subsided, the *Bear* was got under way, and that afternoon anchored by the hull of the wrecked *Thomas Pope*, abreast of the schoolhouse at Point Hope. I went ashore, but found the schoolhouse locked up, and Dr. Driggs, the teacher, absent.

On the morning of August 15, we bade good-by to Point Hope, and the following morning, at 8:40 o'clock, dropped anchor off Cape Blossom, Kotzebue Sound. The day being pleasant I accompanied an officer to the great international fair of the Arctic, some 12 miles distant from our anchorage. There were about 1,500 natives assembled from many and widely separated sections of the country—from Alaska and Siberia. Many were living in tents, but fully half had constructed shelters by turning their umiaks or boats upside down. As I passed their shelters, my attention was again and again called to the sick. To be sick beyond the reach of a physician, with poor care and poorer accommodations, and without knowledge of even the commoner remedies, is distress itself.

As I see these people, so kindly disposed in life, with a smile of welcome to the stranger, and then see them languishing in their comfortless shelters, with but a few days or weeks removed from death, my heart goes out to them in inexpressible longing, and I wish I could tell them the story of the Cross and introduce them to the hopes and joys of the gospel. Perhaps I may, at no distant day, secure for their children a mission and boarding school.

The beach was covered with racks, upon which hung long rows of salmon, drying for winter food. At 3:35 p. m., on the 27th, having a fair wind, the captain weighed anchor and sailed for Cape Prince of Wales. On the afternoon of the 19th, we passed through Bering Strait, and bade good-by to the Arctic Ocean. The sea was so rough that the captain gave up all hope of being able to land at the cape. But during the afternoon the wind died out and the sea calmed down, so that he was able to run in shore and anchor abreast of the village at 6 o'clock p. m. We could not have landed through the surf the day before, the day after, or at any other time that day. God's providence stayed the waves sufficiently long for us to visit the shore and transact our business.

Had we passed by without stopping the teachers would have been unable to send down their orders for the annual supply of provisions, and next year they would have been un supplied. As it was I had four hours with them. The wind increasing, at 10 o'clock we were again under way. On the 20th we steamed by King and Sledge islands (the sea being too rough to land), and at noon on the 21st dropped anchor off St. Michael, Norton Sound. Soon after we had a call from Mr. Henry Newmann, agent of the Alaska Commercial Company, and Rev. William H. Judge, a Jesuit priest, who has lately come to the country to engage in the school work of the Roman Catholic Church on the Yukon River.

St. Michael is located on the first good site for a trading post north of the delta of the Yukon River, and is the headquarters of the trade of the Yukon valley. To this point the furs collected at the trading posts in the interior, some of them 2,000 miles distant, are brought for reshipment to San Francisco. About half a mile from the trading post is a small native village. The trading post was established by the Russians in 1835, and is now occupied by the Alaska Commercial Company. A blockhouse and some of the original buildings are still standing. Through the courtesy of Mr. Henry Newmann, two small Russian cannon, one of which was originally used in the defense of the place and the other in protecting the boating expeditions up the river, were secured for the collection of the Alaska Society of Natural History. At St. Michael I received a good account of the schools, nine of which receive their supplies and mails at this point.

It is said of one of the missionaries, who is some 2,000 miles, more or less, up the river, that when he saw his freight bill of \$125 per ton for transportation from St. Michael to his station, he added a petition in his prayer that freight might be reduced. During the stay at St. Michael two interesting boys, William and George Frederickson, from Anvik, on the Yukon River, were received on board to accompany me East. Their father, a trader, is sending them to New York for an education. After a pleasant visit of two days, the *Bear* took her departure for Nunivak island. On the following Sabbath night, and through all Monday, we were steaming around the island, that the captain might secure the census. Finding that the people were scattered, hunting and fishing, and being warned by the few natives he met of dangerous rocks and reefs, and the waters being uncharted, on Monday evening the captain turned around and steamed for St. George Island, which we reached on the morning of August 27. Nearing the island, a schooner was seen crowding on all sail to get out of our way. As the captain had not yet received his instructions, which were awaiting his arrival at Unalaska, and had no authority to make any seizures, the schooner was allowed to proceed unmolested. She was one of the many piratical vessels that are fitted out at Victoria, British Columbia, and San Francisco, to hunt seals in Bering Sea contrary to law. In 1886 there were 21 such vessels from Victoria alone, and the catch was 35,556 skins. In 1887 there were

20 vessels from Victoria, 8 of which were seized; the catch was 27,624 skins. In 1888 there were 19 British vessels, with a total catch of nearly 30,000 skins. In 1889, 23 British vessels, and this year 22 British and 12 American vessels engaged in seal piracy. Their methods of operation are so wasteful that the number of skins taken does not begin to represent the number of seals killed. They necessarily hunt out to sea, where they largely kill the females heavy with their young. A large percentage of the seals shot sink before they can be secured, so that many authorities state that the 20,000 to 30,000 secured represent from 150,000 to 200,000 seals destroyed. This wasteful method is rapidly annihilating the fur seal, so that if our granddaughters are to have seal-skin sacques the Government will need to take more stringent measures for the protection of the seal. The indiscriminate slaughter of the seal while passing to their breeding grounds has caused such a scarcity on the seal islands, that while the Government allows 100,000 males to be taken annually, this year the vessels have been able to secure but 21,000 skins.

The piratical vessels fitted out at Victoria, British Columbia, to hunt seal have caused the international complications known as the "Bering Sea difficulty," which are now the subject of negotiations between the State Department and Great Britain.

WHALING INDUSTRY.

As early as the year 1841 fifty whaling vessels had found their way from New Bedford and Boston to Bering Sea. From 1842 and onward for a number of years annual complaints were made to the Russian Government by the Russian-American Fur Company of the encroachments of the Yankee whalers. In 1852 the whaling fleet had increased to 278 vessels, and the value of the catch to \$14,000,000. This was probably the most profitable year of the whaling industry in Alaska. Since then it has, in the main, decreased, until in 1862 the value of the catch was less than \$800,000. This increased again in 1867 to \$3,200,000. In 1880 the first steamer was added to the whaling fleet, being sent out from San Francisco. Last year there were 26 vessels from San Francisco and 23 from New Bedford engaged in the trade. They captured 151 whales, which yielded 213,070 pounds of whale bone and 12,243 barrels of oil. This season there are 10 steamers and 38 sailing vessels employed in these northern waters with a very light catch up to midsummer. The whaling vessels are manned upon the co-operative plan; the men instead of being paid regular wages receive a percentage of the profits. The captain on the sailing vessels receives a twelfth, the first mate a nineteenth, the second mate and boat headers each a twenty-fifth, the third mate a thirtieth, the fourth mate, carpenter, cooper, and steward each a fiftieth, and the sailors each a one hundred and seventy-fifth. On steamers the rates are a little lower. A captain's wages range from nothing to \$7,000 or \$8,000, according to the number of whales taken. If the ship gets six whales during a cruise the captain will have about \$1,400 and a sailor \$100. The sailors usually receive an advance of \$60, and during the cruise are allowed to draw clothing, tobacco, etc., from the ship's supplies (called the "slop chest") to the amount of \$60 to \$80. Consequently if there are no profits to divide the sailor is sure of about \$140. The captains and higher officers are usually men of more than ordinary character and intelligence—typical American seamen of the best kind. The common sailors on a whaler are made up largely of Portuguese, Italians, South Sea Islanders, and others of an inferior grade, some of them being, emphatically, hard cases.

A few years ago whales were plentiful in the North Pacific, Bering, and Okhotsk Seas. Then they were followed through Bering Straits a little way into the Arctic. Then farther and farther the whales have been driven into the inaccessible regions of the North, until now the whaling fleet annually rounds the most northern extremity of the American continent, and this year, for the first time, a few of them will winter in the Arctic, at the mouth of the Makenzie River. To escape this deadly pursuit the whales try to hide in the ice, and after them the whalers boldly force their way. The business is so dangerous that during the last 20 years more than 100 vessels have been lost. The value of the whale fisheries consists not so much in the oil taken, as in the whale-bone, which is taken from his mouth; this is worth between \$4.50 and \$5 per pound. The product of a fair sized, bowhead whale, at present prices, is worth about \$8,000. A good sized whale weighs about 150 tons, and contains about 2,000 pounds of whalebone after it is cleaned. His tongue is 15 feet long, from 6 to 8 feet in thickness, and contains 12 barrels of oil. His open mouth is from 15 to 20 feet across;

his tail from 15 to 18 feet across. The blubber forms a coat around him from 10 to 22 inches thick. It is 4 feet from the outside of the body to his heart, and the heart is 216 cubic feet in size, while the brains will fill a barrel.

While lying at anchor at St. George, the United States Revenue Marine steamer *Rush*, Capt. Coulson commanding, dropped anchor near us, and we received two and one-half months later news from the outside world. With visiting on shipboard and on land, the day slipped by very rapidly and pleasantly, and the following morning we were under way for Unalaska, reaching there on the 29th of August. At Unalaska I received letters from Eastern friends, the latest being dated June 3.

THE ESKIMOS OF ALASKA.

During June, July, and August, I cruised 5,000 miles along the coasts of Asia and America, from the Aleutian Islands to Point Barrow, the northern limit of the continent, and back to Unalaska. I visited all the principal settlements of the coast, and saw much of the native people. These people all belong to the Innuut or Eskimo family. They occupy not only the Arctic and Bering Sea coasts, but also that of the mainland coast of the North Pacific, as far east as mount St. Elias, and number in all about 17,000 to 20,000. In the extreme north, at Point Barrow, and along the coast of Bering Sea, they are of medium size. At Point Barrow the average height of the males is 5 feet 3 inches, and average weight 153 pounds; of the women, 4 feet 11 inches, and weight 135. On the Nushagak River the average weight of the men is from 150 to 167 pounds.

From Cape Prince of Wales to Icy Cape, and on the great inland rivers emptying into the Arctic Ocean, they are a large race, many of them being 6 feet and over in height. They are lighter in color and fairer than the North American Indian, have black and brown eyes, black hair (some with a tinge of brown), high cheek bones, fleshy faces, small hands and feet, and good teeth. The men have thin beards. Along the Arctic coast the men cut their hair closely on the crown of the head, giving them the appearance of monks; this is done so that when crawling up to the deer, the latter will not be frightened away by the flutter of the hair in the wind. Some of the young are fairly good looking, but, through exposure and hardship, become old at 30 years of age. They are naturally intelligent, ingenious in extricating themselves from difficulties, fertile in resources, and quick to adopt American ways and methods when they are an improvement on their own. Physically they are very strong, with great powers of endurance. When on a journey, if food is scarce, they will travel 30 to 40 miles without breaking their fast. Lieut. Cantwell, in his explorations of the Kowah River, makes record that upon one occasion when he wanted a heavy stone for an anchor, a woman went out, and, alone, loaded into her birch bark canoe, and brought him a stone that would weigh 800 pounds. It took two strong men to lift it out of the canoe.

Another explorer speaks of a woman carrying off on her shoulder a box of lead weighing 280 pounds. This summer, in erecting the school buildings in the Arctic, there being no drays or horses in that country, all the timber, lumber, hardware, etc., had to be carried from the beach to the site of the house on the shoulders of the people. The women carried the same loads as the men. They are, as a rule, industrious; men, women, and children doing their individual part toward the family support. The hard struggle for a bare existence in the sterile region where they live compels it. In a general way they are honest. Property intrusted to them by the whites is kept secure. Property stowed away in a cache or tent needs no lock or watchman—it is safe. Small articles left lying around uncared for are soon picked up and carried off. Perhaps they look upon them as if they had been thrown away. A white man can leave with one of them who is an entire stranger to him \$100 or \$200 worth of goods, saying, "Buy me some furs and I will be back here next year." The following season the native, with the furs, is in waiting for the expected arrival. This is done every season. I have the account-book of one of these native traders in which he has recorded every skin purchased, and how much of each article paid for it. As the native can neither read, write, nor speak English, and his own language is an unwritten one, of course the accounts are kept by symbols and signs. They are shrewd traders. No matter how much is offered for an article, they ask for more. If they set the price themselves, and the purchaser accedes to it, they frequently attempt to raise it. They are exceedingly dirty and filthy in their persons and clothing. But perhaps this is somewhat excusable in a country where, in winter, water is scarce and soap scarcer. I remember once hearing a very successful missionary, who had spent many years north of the Arctic Circle, say that he

tried to make it a rule, when traveling with a dog sled, to wash his face at least once a week, but that he had not always been able to do it. The Alaska Eskimo is a good-natured, docile, and accommodating race. Wherever I met them, and under whatever circumstances, they had a smile of welcome, and in many ways showed a friendly spirit. They have also manifested an unexpected interest in the establishment of schools among them, which promises well for the future.

ORNAMENTATION.

Among the Thlinket people of southeastern Alaska the labret is worn by the women only. Among the Eskimo of northwestern Alaska, on the contrary, it is worn by the men alone. The use of it is almost universal.

During boyhood a hole is cut through the lower lip below each corner of the mouth and an ivory plug inserted until the wound heals. After healing, the hole is stretched from time to time until it reaches about half an inch in diameter. Into this they insert the labret.

These labrets are made of stone, jade, coal, ivory, bone, and glass. They are shaped like a silk hat in miniature. The labret is three-fourths of an inch in diameter, 1 inch in diameter at the rim, and 1 inch long. The rim is kept inside of the mouth and holds the labret in place.

Many wear this form of labret on the one side of the mouth, and on the other a much larger one, resembling a large sleeve-button, $1\frac{3}{4}$ inches in diameter on the outside, $1\frac{1}{4}$ inches on the inside rim, and one-half inch neck.

Formerly they wore a large labret in the center of the lower lip. I secured a beautiful one of polished jade that has an outside surface $2\frac{1}{2}$ inches by 1 inch.

The girls have their ears and sometimes their noses pierced, wearing pendant from them copper, ivory, and bone ornaments, also strings of beads. Sometimes these beads extend from one ear to the other, either under the chin or back of the head.

Both sexes tattoo, more or less elaborately, their faces, hands, and arms. Both sexes wear bracelets, amulets, and sometimes fancy belts.

DRESS.

They make waterproof boots of seal skin, with walrus or sea-lion hide soles. For cold-weather the boots are made of seal or reindeer skin, tanned with the hair on, and walrus-hide soles.

The foot portion is made many times larger than the foot, in order to give room for a padding of grass. These boots are so much warmer and more comfortable than the ordinary leather ones that they are almost universally used by whalers and others who have occasion to visit Arctic regions. A fur shirt and a pair of fur pants complete the toilet. The shirt is called a parka, and frequently has a hood attached, which can be pulled over the head in a storm. Others have a fur hood which, when not on the head, hangs around the neck. Ordinarily in summer the head is uncovered.

In winter two suits are worn, the inner one with the fur next to the body, and the outer one with the fur to the weather.

The difference between male and female attire is in the shape and ornamentation of the parka. Among some of the tribes the pants and boots of the women are in one garment. There is also a fullness in the back of the woman's parka to make room for the carrying of the baby inside between the shoulders of the mother. These clothes are made largely of the skins of the reindeer, squirrels, and birds. From the intestines of the seal and walrus and also from salmon skins are made the famous kamleika, a waterproof garment, which is worn over the others in wet weather. The kamleika is lighter in weight and a better waterproof garment than the rubber garments of commerce.

The native dress, when well made, new and clean, is both becoming and artistic.

FOOD.

They live principally upon the fish, seal, walrus, whale, reindeer, and wild birds of their country. Latterly they are learning the use of flour, which they procure from the Government revenue vessels or barter from the whalers.

They have but few household utensils. A few have secured iron kettles. Many still use grass-woven baskets and bowls of wood and stone. Occasionally is found a jar of burnt clay. In these native dishes water was boiled by dropping in hot stones.

Among the more northern tribes much of the food is eaten raw, and nothing is thrown away, no matter how rotten or offensive it has become.

Some of their choicest delicacies would be particularly disgusting to us. Having, at one of the bird rookeries in the Arctic, gathered a number of eggs, it was found that many of them contained chickens. When about to throw them overboard, the native interpreter remonstrated, saying: "No! me eat them. Good!"

All classes have a great craving for tobacco and liquor. Even nursing babes are seen with a quid of tobacco in their mouths.

During the summer large quantities of fish are dried, and the oil of the seal, walrus, and whale put up for winter use. The oil is kept in bags made of the skin of the seal, similar to the water-skins of Oriental lands. The oil is kept sweet by the bags being buried in the frozen earth until wanted for use.

DWELLINGS.

The coast Eskimo have underground permanent houses in villages for winter, and tents that are frequently shifted for summer.

The Eskimo of the interior, being largely nomads, live in tents much of the time. The tents are covered with reindeer skins, walrus hides, or cotton canvas. In making a winter house, a cellar from 20 to 25 feet square is dug, from 3 to 5 feet deep. At the corners and along the sides of the excavation are set posts of driftwood or whalebone. On the outside of these, poles of driftwood are laid up one upon another to the top. Other timbers are placed across the top, forming the roof or ceiling. Against the outside and upon the roof, dirt and sod are piled until the whole has the appearance of a large mound. In the center of the dome is an opening about 18 inches across. Across this is stretched the transparent bladder of the seal or walrus. This opening furnishes light to the room below. A narrow platform extends along one or more sides of the room, upon which are stowed the belongings of the family and the reindeer-skin bedding. The platform is also the sleeping-place of the family.

Large, shallow dishes of earthenware, bone, or stone, filled with seal oil, are the combined stove and lamp of the family. Some lighted moss makes a dull line of flame along the edge of the dish. Frequently a piece of blubber is suspended over the flame, the dripping of which keeps the lamp replenished.

Many of the houses were so warm that we found our usual outdoor clothing burdensome.

At one side of some rooms, and in the floor near the center of the room in others, is a small opening about 20 inches square. This is the doorway, and leads to a hall or outside room. If the opening is in the side of the room, a reindeer skin curtain hangs over it. This outer place is sometimes a hall 12 to 15 feet long and 2 feet wide and high, leading to a well or shaft. This shaft is 6 or 7 feet deep, and leads up a rude ladder into the open air. In other cases it is a large room 12 or 15 feet square, containing, on either side of the passageway through the center, a place to store the winter supplies of oil, fish, and flour. The exit from the storeroom is similar to that from the hall, up a ladder and through a small hole. When a storm is raging outside this hole is covered with a board or flat stone or large, flat whalebone.

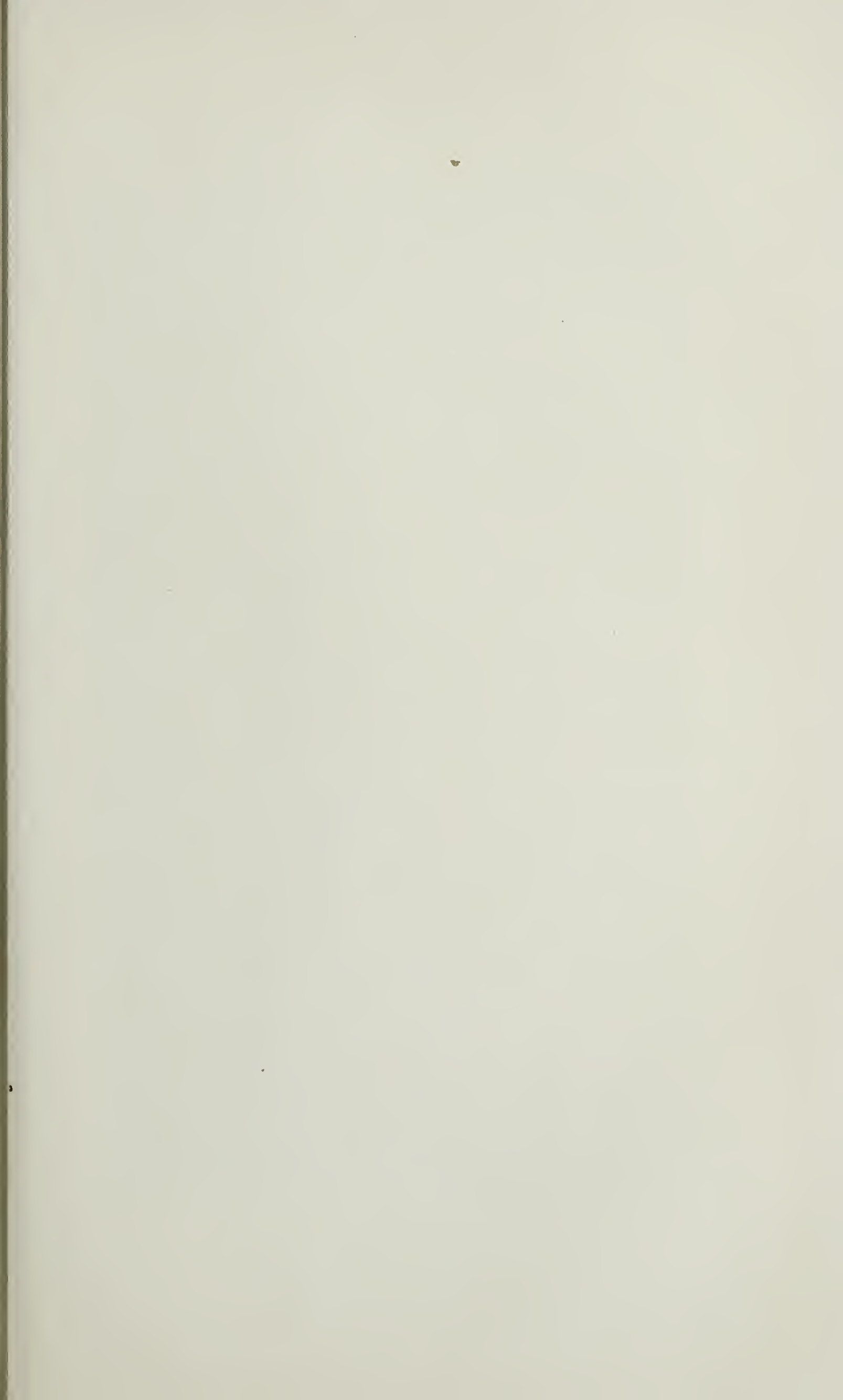
All villages of importance contain a public room or town hall. This is built in the same manner as the private dwellings, only much larger. Some of these are 60 feet square, 20 feet high, and contain three tiers or platforms. This building is called the kashima or kashga. In them are held the public festivals and dances. They are also the common workshop in which the men make their snowshoes, dog sleds, spears and other implements.

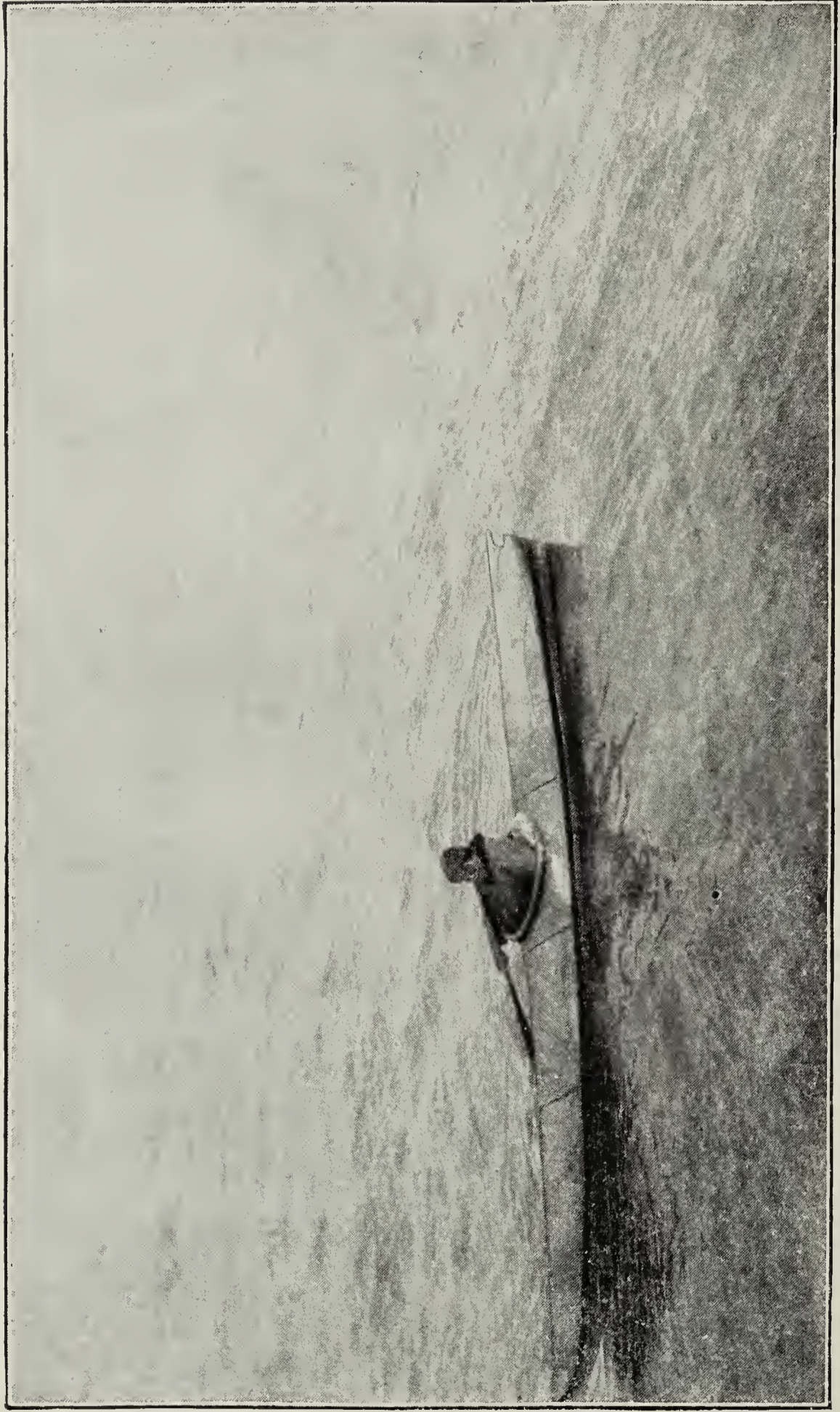
The villages, from the deck of a coasting vessel, have the appearance of so many hillocks or dunes along the beach.

IMPLEMENTS.

The Eskimo of Arctic Alaska are still in the stone age. The manufacture of arrows and spear heads from flint is a living industry. Stone lamps, stone hammers and chisels, and to some extent stone knives, are still in ordinary use among them. Fish lines and nets and bird snares are still made of whalebone, sinew, or rawhide. Arrows, spears, nets, and traps are used in hunting, although improved breach-loading arms are being introduced among them, and will soon supersede, for the larger game, their own more primitive weapons.

For transportation on land they have the snowshoe, dog team, and sled; and on the water the kiak and umiak.





Native Kyak. (Page 1289.)
(From the U. S. Revenue Marine.)

The kiak is a long, narrow, light, graceful, skin-covered canoe, with one, two, or three holes, according to the number of people to be carried. It is the universal boat of the Eskimo, and is found from Greenland around the whole northern coast of America, wherever that people are found.

The umiak is a long, skin-covered boat. This is the family boat or carryall. Those in use around Bering Straits are about 24 feet long and 5 feet wide. They will safely carry 15 persons and 500 pounds of freight, coasting in the sea. Those in Kotzebue Sound, in the Arctic Ocean, are 35 feet long, 6 feet wide, with a capacity of 3,000 pounds of freight, and a crew of 6. There are exceptionally large ones that will carry from 50 to 80 people. Both the kiaks and umiaks are made of walrus, sea lion, or white whale hides stretched over light frames of spruce wood.

MARRIAGE.

There seems to be no special ceremony among them connected with marriage. If the parties are young people, it is largely arranged by the parents.

Among some of the tribes the husband joins his wife's family and is expected to hunt and fish for them. If he refuses to give his father-in-law the furs he takes he is driven out of the house and some one else more active or obedient is installed as husband of the girl. Sometimes a young woman has ten or twelve husbands before she fairly settles down. Under this condition of things it is not strange that the women become indifferent and often untrue to their husbands. Love and mutual affection has so little to do with the relation that upon occasion husbands and wives are interchanged.

For instance, in one of the northern villages dwelt a family of expert fishers and another that was successful at hunting the reindeer. One year the fisherman thought he would like to hunt reindeer. Finding that his neighbor would like to try fishing, they exchanged wives for the summer. The woman who was a good hunter went off with the fisherman and *vice versa*. Upon reaching home in the fall, they returned to their respective husbands.

Again a certain man wished to make a long journey into the interior. His wife being sick and unable to endure the hardships of the trip, he arranged with a friend, who had a strong, healthy wife, for an exchange until he should return. This was done with the consent of all parties. Wives are frequently beaten by their husbands, and sometimes, to escape abuse, commit suicide. In the winter of 1889 a woman at Point Hope who had been beaten and stabbed by her jealous husband one night during a raging blizzard harnessed the dogs to the sled, then fastening one end of a rope to the sled and the other as a noose around her neck, she started up the team and was choked and dragged to death. Occasionally a wife resists, and, if physically the stronger, thrashes the husband. Polygamy prevails to a limited extent. Frequently the second wife is looked on and treated as a servant in the family. Among some of the tribes the custom prevails of the sons having the same number of wives as the father, without reference to their ability to maintain them. No more, no less, than a species of hereditary polygamy.

Among the Eskimo, the same as among all uncivilized people, woman's is a hard lot. One of the missionary ladies writes: "My heart aches for the girls of our part of Alaska. They are made perfect prostitutes by their parents from the time they are 9 or 10 years old until that parent dies. And yet, notwithstanding all their disadvantages, they have a voice in both family and village affairs. The husband makes no important bargain, or plans a trip, without consulting and deferring to his wife."

The customs pertaining to childbirth are barbarous, and it would not be strange if both mother and child should perish. Large families of children are the exception; few have above four. The drudgery of women is such that they often destroy their unborn and sometimes born offspring, particularly if the child is a girl. A missionary gives the following incident: "Some one tied a helpless little child of about two years down to the water's edge at low tide. Its cries attracted the attention of a passer-by, who found the water already nearly up to his back. The man took it to his home and cared for it. It was recognized as a child that had been left in the care of an old woman; the child was sickly, and doubtless was too much of a care for her. The only surprise expressed by the people was that any one should want to drown or kill a boy."

If a family is very poor they sometimes give away to childless neighbors all their children but one. Thus, during childhood, a boy may pass from one to another to be adopted by several families in turn. Children are also sold by their parents, the usual market price of a child being a sealskin bag of oil or an

old suit of clothes. During infancy children are carried under the parka, astride of the mother's back, being held in position by a strap under the child's thighs and around the mother's body across the chest. When out from under the parka, they are carried seated on the back of the mother's neck and shoulders, with the child's legs hanging down in front on both sides of the neck. The children are given the names of various animals, birds, fish, sections of country, winds, tides, heavenly bodies, etc. Sometimes they have as many as six names. Children are rarely punished—generally have their own way, and are usually treated with great kindness by their own or foster parents. Prominent events in the life of a boy, such as having his hair cut for the first time, like a hunter—his first trip to sea in a kiak—his first use of snowshoes, etc.—are celebrated by a feast if the family are not too poor.

FESTIVALS.

Different tribes have different festivals. Among others there is usually one for every animal hunted by the people. A whale dance, seal, walrus and reindeer dances, etc. There are festivities for the spirits of wives, land and sea, dead friends, sleds, boats, etc. Some of these are held during the long winter darkness, and others, with dancing, wrestling, and foot-racing, at the great annual gathering in summer.

SUPERSTITIONS.

Like all other ignorant people, they are firm believers in witchcraft and spirits generally. They also believe in the transmigration of souls. That spirits enter into animals and inanimate nature, into rocks, winds, and tides. That they are good or bad according as the business, the community, or the individual is successful or unsuccessful, and that these conditions can be changed by sorcery. By suitable incantations they firmly believe that they can control the wind and the elements, that they can reward friends and punish enemies.

The foundation of their whole religious system is this belief in spirits and the appeasing of evil spirits. This demon or evil spirit worship colors their whole life and all its pursuits. Every particular animal hunted, every phenomenon of nature, every event of life, requires a religious observance of its own. It is a heavy and burdensome work that darkens their life—it leads to many deeds of unnatural cruelty. At the mouth of the Kuskokwine River an old woman was accused of having caused the death of several children—of being a witch. This was so firmly believed that her own husband pounded her to death, cut up her body into small pieces, severing joint from joint, and then consuming it with oil in a fire.

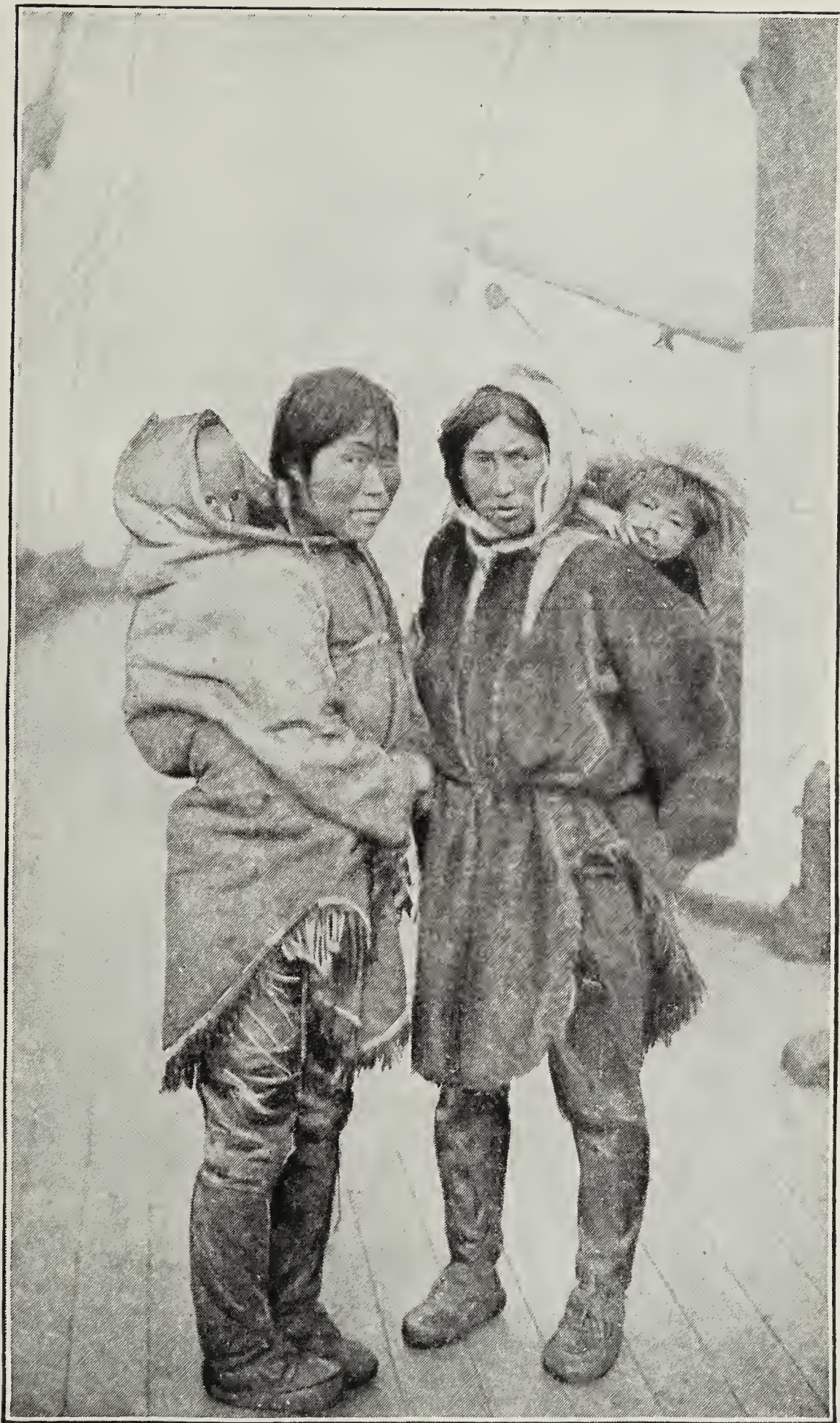
SHAMANS.

The head and front of this great evil is the Shaman, or sorcerer. He is believed to be the only one that can control the evil spirits and protect the people from them. Mr. John W. Kelly, who has written recently an interesting monogram on the Eskimo, represents the Shamans as divided into seven degrees, being graded according to their knowledge of spiritualism, ventriloquism, feats of legerdemain and general cunning. It is claimed that those of the seventh degree are immortal, and can neither be killed nor wounded; that those of the sixth degree can be wounded, but not killed. The ordinary Shaman belongs to the lower degrees and only claims to go into trances, in which state his spirit leaves the body and roams abroad procuring the information his patrons are in search of.

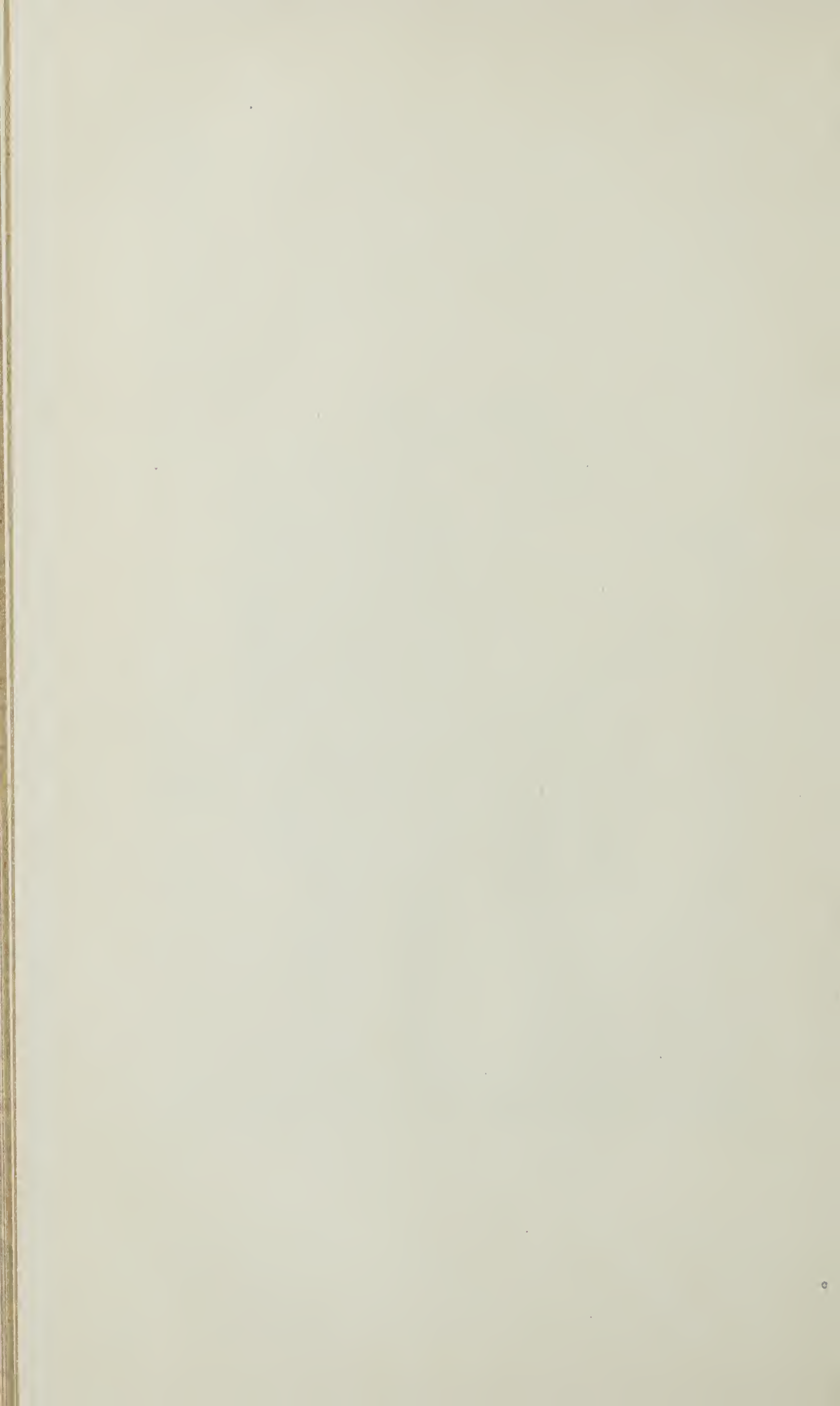
As a rule the Shamans are unscrupulous frauds, thieves, and murderers, and should be put down by the strong hand of the General Government.

SICKNESS.

The prevailing diseases among the Eskimo are scrofula, diphtheria, pneumonia, and consumption, and the death rate is large. They have a superstitious fear with reference to a death in the house, so that when the sick are thought to be nearing death they are carried out of the home and placed in an outhouse. If they do not die as soon as they expect, they ask to be killed, which is usually done by the Shaman stabbing them in the temple or breast. The aged and help-



Point Barrow Natives. (Page 1290.)
(From the U. S. Revenue Marine.)



less are also sometimes killed at their own request. A prominent man in a tribe not long since tried to hire men to kill his aunt, who was insane and dependent on him. Failing to have her killed, he deliberately froze her to death. The cruelty of heathenism is almost beyond belief. The dead are wrapped up in reindeer or seal skins and drawn on a sled back of the village, where they are placed upon elevated scaffolds, out of the reach of animals, or upon the ground and covered over with driftwood, or, as among some of the tribes, left upon the ground, to be soon torn in pieces and devoured by the dogs of the village.

GOVERNMENT.

The Eskimos have no tribal organization and are without chiefs. The most successful trader among them becomes the wealthiest man and is called Umailik. By virtue of the influence that riches exert he is considered the leader in business transactions. In special exigencies, affecting a whole village, the old men assemble and determine upon a plan of action. The Shamans also have great influence among the people. It often happens that the Umailik and Shaman are the same person.

FOOD SUPPLY.

From time immemorial they have lived upon the whale, the walrus, and the seal of their coasts, the fish and aquatic birds of their rivers, and the caribou or wild reindeer of their vast inland plains.

The supply of these in years past was abundant and furnished ample food for all the people. But fifty years ago American whalers, having largely exhausted the whale in other waters, found their way into the North Pacific Ocean. Then commenced for that section the slaughter and destruction of whales that went steadily forward at the rate of hundreds and thousands annually, until they were destroyed and driven out of the Pacific Ocean. They were then followed into Bering Sea, and the slaughter went on. The whales took refuge among the ice fields of the Arctic Ocean, and thither the whalers followed. In this relentless hunt the remnant have been driven still farther into the inaccessible regions around the north pole, and are no longer within reach of the natives.

As the great herds of buffalo that once roamed the western prairies have been exterminated for their pelts, so the whales have been sacrificed for the fat that encased their bodies and the bone that hung in their mouths. With the destruction of the whale one large source of food supply for the natives has been cut off.

Another large supply was derived from the walrus, which once swarmed in great numbers in those northern seas. But commerce wanted more ivory, and the whalers turned their attention to the walrus, destroying thousands annually for the sake of their tusks. Where a few years ago they were so numerous that their bellowings were heard above the roar of the waves and grinding and crashing of the ice fields, this year I cruised for weeks without seeing or hearing one. The walrus as a source of food supply is already practically extinct.

The seal and sea lion, once so common in Bering Sea, are now becoming so scarce that it is with difficulty that the natives procure a sufficient number of skins to cover their boats, and their flesh, on account of its rarity, has become a luxury.

In the past the natives, with tireless industry, caught and cured for use in their long winters great quantities of fish, but American canneries have already come to one of their streams (Nushagak) and will soon be found on all of them, both carrying the food out of the country and by their wasteful methods destroying the future supply. Five million cans of salmon annually shipped away from Alaska—and the business still in its infancy—means starvation to the native races in the near future.

With the advent of improved breech-loading firearms the wild reindeer are both being killed off and frightened away to the remote and more inaccessible regions of the interior and another source of food supply is diminishing.

Thus the support of the people is largely gone and the process of slow starvation and extermination has commenced along the whole Arctic coast of Alaska. Villages that once numbered thousands have been reduced to hundreds; of some tribes but two or three families remain. At Point Barrow, in 1828, Capt. Beechey's expedition found Nuwuk a village of 1,000 people; in 1863 there were

309; now there are not over 100. In 1826 Capt. Beechey speaks of finding a large population at Cape Franklin; to-day it is without an inhabitant. He also mentions a large village of 1,000 to 2,000 people on Schismareff Inlet; it has now but three houses.

According to Mr. John W. Kelly, who has written a monograph upon the Arctic Eskimo of Alaska, Point Hope, at the commencement of the century, had a population of 2,000; now it has about 350. Mr. Kelly further says: "The Kavea county is almost depopulated owing to the scarcity of game, which has been killed or driven away. * * * The coast tribes between Point Hope and Point Barrow have been cut down in population so as to be almost obliterated. The Kookpovoros of Point Lay have only three huts left; the Ootookas of Icy Cape one hut; the Koogmute has three settlements of from one to four families; Sezaro has about 80 people."

Mr. Henry D. Woolfe, who has spent many years in the Arctic region, writes: "Along the seacoast from Wainright Inlet to Point Lay numerous remains of houses testify to the former number of the people. * * * From Cape Seppings to Cape Krusenstern and inland to Nounatok River there still remain about 40 people, the remnant of a tribe called Key-wah-ling-nach-ah-mutes. They will in a few years entirely disappear as a distinctive tribe."

I myself saw a number of abandoned villages and crumbling houses during the summer, and wherever I visited the people I heard the same tale of destitution.

On the island of Attou, once famous for the number of its sea-otter skins, the catch for the past nine years has averaged but 3 sea-otter and 25 fox skins, an annual income of about \$2 for each person. The Alaska Commercial Company this past summer sent \$1,300 worth of provisions to keep them from starving.

At Akutan the whole catch for the past summer was 19 seaotters. This represents the entire support of 100 people for twelve months. At Unalaska both the agent of the Alaska Commercial Company and the teacher of the Government school testified that there would be great destitution among the people this winter because of the disappearance of the sea otter. At St. George Island the United States Treasury agent testified that there was not sufficient provisions on the island to last through the season, and asked that a Government vessel might be sent with a full supply. At Cape Prince of Wales, Point Hope, and Point Barrow was the same account of short supply of food. At the latter place intimations were given that the natives in their distress would break into the Government warehouse and help themselves to the supply that is in store for shipwrecked whalers. At Point Barrow, largely owing to the insufficient food supply, the death rate is reported to the birth rate as 15 to 1. It does not take long to figure out the end. They will die off more and more rapidly as the already insufficient food supply becomes less and less.

INTRODUCTION OF REINDEER.

In this crisis it is important that steps should be taken at once to afford relief. Relief can, of course, be afforded by Congress voting an appropriation to feed them, as it has done for so many of the North American Indians. But I think that every one familiar with the feeding process among the Indians will devoutly wish that it may not be necessary to extend that system to the Eskimo of Alaska. It would cost hundreds of thousands of dollars annually, and, worse than that, degrade, pauperize, and finally exterminate the people. There is a better, cheaper, more practical, and more humane way, and that is to introduce into northern Alaska the domesticated reindeer of Siberia, and train the Eskimo young men in their management, care, and propagation.

This would in a few years create as permanent and secure a food supply for the Eskimo as cattle or sheep raising in Texas or New Mexico does for the people of those sections.

It may be necessary to afford temporary relief for two or three years to the Eskimo, until the herds of domestic reindeer can be started, but after that the people will be self-supporting.

As you well know, in the Arctic and sub-Arctic regions of Lapland and Siberia the domesticated reindeer is food, clothing, house, furniture, implements, and transportation to the people. Its milk and flesh furnish food; its marrow and tongue are considered choice delicacies; its blood, mixed with the contents of its stomach, is made into a favorite dish called in Siberia "manyalla;" its intestines are cleaned, filled with tallow, and eaten as a sausage; its skin is made into clothes, bedding, tent covers, reindeer harness, ropes, cords, and fish lines; the hard skin of the forelegs makes an excellent covering for snowshoes.

Its sinews are dried and pounded into a strong and lasting thread; its bones are soaked in seal oil and burned for fuel; its horns are made into various kinds of household implements, into weapons for hunting and war, and in the manufacture of sleds.

Indeed, I know of no other animal that in so many different ways can minister to the comfort and well-being of man in the far northern regions of the earth as the reindeer.

The reindeer form their riches; these their tents,
Their robes, their beds, and all their homely wealth supply;
Their wholesome fare and cheerful cups.

Under favorable circumstances a swift reindeer can traverse 150 miles in a day. A speed of 100 miles per day is easily made. As a beast of burden they can draw a load of 300 pounds. They yield a cupful of milk at a milking; this small quantity, however, is so thick and rich that it needs to be diluted with nearly a quart of water to make it drinkable. It has a strong flavor like goat's milk, and is more nutritious and nourishing than cow's milk. The Laps manufacture from it butter and cheese. A dressed reindeer in Siberia weighs from 80 to 100 pounds. The reindeer feed upon the moss and other lichens that abound in the Arctic regions, and the farther north the larger and stronger the reindeer.

Now, in Central and Arctic Alaska are between 300,000 and 400,000 square miles (an area equal to the New England and Middle States combined, together with Ohio, Indiana, and Illinois) of moss-covered tundra and rolling plains of grass that are specially adapted by nature for the grazing of the reindeer and is practically useless for any other purpose.

If it is a sound public policy to bore artesian wells and build water-storage reservoirs, by which thousands of arid acres can be reclaimed from barrenness and made fruitful, it is equally a sound public policy to stock the plains of Alaska with herds of domesticated reindeer, and cause those vast, dreary, desolate, frozen, and storm-swept regions to minister to the wealth, happiness, comfort, and well-being of man. What stock-raising has been and is on the vast plains of Texas, Colorado, Wyoming, and Montana, reindeer-raising can be in northern Alaska. In the corresponding regions of Lapland, in Arctic Norway, and in Sweden and Russia are 27,000 people supporting themselves (besides paying a tax to the Government of \$400,000, or \$1 per head for their reindeer) and procuring their food and clothing largely from their 400,000 domesticated reindeer. Also in the corresponding regions of Siberia, with similar climate, soil, and environment (and only 40 miles distant at the straits), are thousands of Chukchees, Koraks, and other tribes fed and clothed by their tens of thousands of domesticated reindeer.

During the summer I visited four settlements of natives on the Siberian coast, the two extremes being 700 miles apart, and saw much of the people, both of the Koraks and Chukchees. I found them a good-sized, robust, fleshy, well-fed, pagan, half-civilized, nomad people, living largely on their herds of reindeer. Families own from 1,000 to 10,000 deer. These are divided into herds of from 1,000 to 1,500. One of these latter I visited on the beach near Cape Navarin. In Arctic Siberia the natives with their reindeer have plenty; in Arctic Alaska without the reindeer they are starving.

Then instead of feeding and pauperizing them let us civilize, build up their manhood, and lift them into self-support by helping them to the reindeer. To stock Alaska with reindeer and make millions of acres of moss-covered tundra conducive to the wealth of the country, would be a great and worthy event under any circumstances.

But just now it is specially important and urgent from the fact that the destruction of the whale and walrus has brought large numbers of Eskimo face to face with starvation, and that something must be done promptly to save them.

The introduction of the reindeer would ultimately afford them a steady and permanent food supply.

INTRODUCTION OF CHRISTIANITY.

In the Tenth United States Census Report, on page 2, it is recorded: "That no trace or shadow of Christianity and its teachings has found its way to these desolate regions; the dark night of Shamanism or Sorcery still hangs over the human mind. These people share with their Eastern kin a general belief in evil

spirits and powers, against whom the Shaman alone can afford protection by sacrifices and incantations. No philanthropic missionary has ever found his way to this Arctic coast, and unless some modern Hans Egede makes his appearance among them in the near future there will be no soil left in which to plant the Christian seed."

Such was the dark but true picture in 1880, but the dawn was near at hand. The needs of the Eskimos had long been upon my mind, and various plans for reaching them had been considered. - In the spring of 1888, having an opportunity of visiting Bethlehem, Pa., I secured a conference with the late Edmund de Schweinitz, D. D., a bishop of the Moravian Church, and urged upon him the establishment of a mission to the Eskimo of Alaska. A few days later the request was repeated in writing, which letter, on the 23d of August, 1883, was laid before the Moravian Society for Propagating the Gospel among the Heathen. The request was favorably considered, and Rev. A. Hartman and Mr. Wm. H. Weinland were appointed a committee to visit Alaska and report on the advisability of commencing a mission. This tour of exploration was made in the summer of 1884, and is given in my annual report for 1885-'86. Upon their return they recommended the establishment of a mission on the Kuskokwim River, near the native village of Mumtreklagamute, 75 miles above the mouth of the stream. In the spring of 1885 Rev. and Mrs. Wm. H. Weinland, Rev. and Mrs. John H. Kilbuck, and Mr. Hans Torgersen were sent to the Kuskokwim River as the first missionaries to the Eskimo of Alaska. The present mission force consists of Rev. and Mrs. John H. Kilbuck, Rev. and Mrs. Ernst L. Webber, and Miss Lydia Lebus. In the summer of 1886 the Moravians sent out the Rev. Frank E. Wolff, who located a station and erected a mission station at the mouth of the Nushagak River. He then returned to the States for the winter. The mission was formally opened in the summer of 1887 with the arrival of Rev. and Mrs. F. E. Wolff and Miss Mary Huber. To the original number have since been added Rev. J. H. Schoeichert and Miss Emma Huber. Both of these schools have been assisted by the United States Bureau of Education.

On the 1st of July, 1886, an agreement was entered into between the Commissioner of Education and the Missionary Society of the Protestant Episcopal Church for the establishment of a school in the great Yukon Valley. Owing to the impossibility of getting the supplies into that inaccessible region the school was maintained for 1886-'87 at St. Michael, on the coast, by Rev. and Mrs. Octavius Parker.

In the summer of 1887 Rev. John H. Chapman was added to the mission and the station was removed to Anvik. The present force of teachers consists of Rev. John W. Chapman and Mr. Marcus O. Cherry.

In 1886-'87 the Roman Catholics entered the Yukon Valley, and have established missions and schools at Nulato, Kosoriffsky, and Cape Vancouver.

In 1886 the Evangelical Mission Union of Sweden established a station among the Eskimos at Unalaklik with Rev. Axel E. Karlson, missionary. He is now assisted by Mr. August Anderson, and it is proposed that next year the school will be assisted by the United States Bureau of Education.

The new stations among the Arctic Eskimos at Point Barrow, Point Hope, and Cape Prince of Wales, have already been mentioned. During the summer of 1890 I established three schools and missions in Arctic Alaska. One at Point Barrow, with Mr. Leander M. Stevenson, of Versailles, Ohio, in charge. This is, next to Upernavik, Greenland, the northernmost mission in the world. Its establishment was made possible through the liberality of Mrs. Elliott F. Shepard. Mr. Stevenson, who volunteered to go to that distant point, organize the mission and erect the necessary buildings, will return in the summer of 1892 to his family. A permanent missionary for that place is desired. He should be a young married man, and both his wife and himself should be of sound constitution and good bodily health. They should be of a cheerful disposition, "handy" with various kinds of tools and work, ready in resources, and possess good practical common sense. A consecrated Christian physician accustomed to evangelical work would be more useful than an ordained minister without the medical training. Applicants can address me at the United States Bureau of Education, Washington, D. C. They will not be expected to leave home until the spring of 1892. The Point Barrow Mission is under the auspices of the Presbyterian Board of Home Missions.

The second school in the Arctic is at Point Hope, and is under the supervision of the Protestant Episcopal Church. The teacher is Mr. John B. Driggs, M. D. The third is at Cape Prince of Wales, Bering Straits, with Messrs. H. R. Thornton and W. T. Lopp, teachers. It is under the control of the American Missionary Association of the Congregational Church.

In the harbor at Unalaska, in September, 1890, lay at anchor the revenue cutters *Bear* and *Rush*. The *Bear* was soon to return to the northward and cruise around the Seal Islands; the *Rush* to arrest two men accused of murder, and convey them to the United States district court at Sitka. As the *Rush* was to call in at the principal villages en route, and would afford me an opportunity of inspecting the schools at Unga, Kadiak, Afognak, and Southeastern Alaska, Capt. W. C. Coulson kindly invited me to take passage with him. Accordingly on the 6th of September, I removed my quarters from the *Bear* to the *Rush*, taking with me the boys William and George Fredericks, and M. Healy Wolff. We were to have sailed at 3 p. m., on the 7th, but a southeast gale prevailing outside, the captain concluded to remain at anchor. It was nearly a week before the storm abated and we got started. After getting outside of the harbor the fog shut down so thick that the ship ran into the harbor of Akatan. This is a small village of 87 souls, 34 of whom are children, and greatly in need of a school. They live in the barabaras, or native sod houses. The Alaska Commercial Company have a small store at the place. The people are exceedingly poor; their whole catch for the past summer was 19 sea otters. This represents the moneyed support of the whole village for 12 months. In addition to the clothing and supplies which the otter skins procure them at the store, the bay yields them fish, which is their principal food. The next day we started out, but found the fog so dense that the ship again returned to anchorage. The second attempt was more successful, and we passed from Bering Sea into the North Pacific Ocean. Turning to the eastward, we steamed past the volcano of Shishaldin, its beautiful top covered with snow and its smoking crater alike hid in the clouds. On Sabbath we were abreast of Belkofski, at one time the richest village in Alaska. With the decline of the sea-otter trade its people are much impoverished. The population is about 250. This is one of the villages where a good school should be established as soon as the annual appropriation will justify it. Our stay at this place was just long enough for the surgeon to go ashore and visit the sick. That night we dropped anchor in Coal Harbor. Monday morning found us at Pirate Cove, a cod-fishing station of Lynd & Hough, of San Francisco. It was understood that a Mr. Clark, accused of murder, was there waiting to give himself up. Not finding him at that place we passed on to Sand Point, another fishing station, and from thence to Unga, where he was found. At Unga I made a thorough inspection of the school property and school supplies. The school was not in session, but a number of the children were brought together and examined. A meeting of the parents was also called and a general conference had with regard to school matters. Monday evening, with the prisoner and two witnesses on board, we sailed for Kadiak, which we reached early Wednesday morning. In company with Mr. Roscoe, the teacher, an inspection was made of the new schoolhouse, and many educational matters discussed and considered. During the forenoon, a pilot having been secured, the captain steamed over to Afognak, in order that I might visit that school also. The school being in session, an opportunity was afforded of seeing the good work done at that village by Mr. Duff, the teacher. A comfortable school building and teacher's residence had been erected during the summer. Returning to Kadiak, the evening was spent with friends. At Kadiak a creole accused of assault with intent to kill was taken on board, to be conveyed to Sitka for trial. His victim was taken along for medical treatment and as a witness.

Mr. M. L. Washburn, superintendent of the interests of the Alaska Commercial Company, gave me for the collection of the Alaska Society of Natural History an ancient Eskimo stone lamp that had been dug up on one of the islands. The traditions of the people are that 400 years ago their fathers came from Bering Sea and settled Kadiak Island, which they found uninhabited. The Eskimo settlements of the North Pacific coast extend from Nuchek Island on the east to Mitrofanina Island on the west. On the trails between two settlements are frequently found at the highest point two heaps of stones, from 50 to 70 feet apart. These heaps are from 4 to 6 feet high, and were many years in building. Their purpose is not known. Every passer-by was expected to add a stone to the heap, but the custom of late years seems to have fallen into disuse.

There is a very pleasant custom connected with the stone heaps and stone lamp. A couple engaged to be married select a stone suitable for the manufacture of a lamp. This stone, with a flint chisel, is deposited at the foot of one of the stone heaps. Parties carrying loads or traveling from one city or another naturally sit down to rest at the stone heap at the top of the hill. Spying the stone, the traveler says to himself, "My hands may as well work while my feet rest. As some one worked my lamp, I will work for some one else." And picking up the flint, with a song, he chisels away at the stone. When he is rested,

he lays down the stone and chisel and goes on his way. The next traveler repeats the operation, and the next, and the next, until in about two years the lamp is done which will last hundreds of years. Thus the whole community shows its good will to the young couple. In these lamps they burn seal oil, with a cotton wick. If the cotton can not be procured, then the wick is a bit of moss. In former days, as soon as one lamp was finished and removed, another stone was placed there, so that one was always in process of making. These lamps furnish both light and heat.

Early Thursday morning, September 17, the captain weighed anchor and put out to sea, bound for Sitka. During the day the wind increased to a gale, and on Friday night the sea was so rough that the ship was hove to, and oil was strained over the bows into the sea to lessen the force of the waves. Nearly the entire trip of a week across to Sitka was in the face of a heavy equinoctial storm. It was so rough that several times the table could not be set in the captain's cabin, and we took our meals in our hands in the pilot house as best we could. Off Mount Edgecombe, the ship was again compelled to heave to. However, we finally reached the quiet harbor of Sitka on Thursday, September 25, and the rough part of our journey was over. The remainder of our journey was made in the smooth waters of the Alexandrian Archipelago.

I remained two weeks at Sitka, attending to school matters. Then being joined there by the Hon. James Sheakley, superintendent of schools in the Sitka district, we made a tour of inspection through southeastern Alaska, visiting, either separately or together, every school in that district, except those at Metlakahtla and Klawack.

At Chilkat a location was selected and arrangements completed for the erection of a cheap but substantial log schoolhouse. On November 11 I reached Washington, after an absence of seven months, having traveled 17,825 miles.

The success of the long trip was greatly promoted by the many facilities that were extended by Capt. Michael A. Healy, of the steamer *Bear*, and Capt. W. C. Coulson, of the steamer *Rush*, with whom I sailed, also of the several officers of their command.

NEW OFFICERS.

In accordance with the provisions of the rules approved by the Secretary of the Interior April 9, 1890, the following persons have been appointed to commence service on July 1, 1890:

The members of the school committees will continue in office until June 30 of the year set against their names.

Assistant agent, William Hamilton; superintendent for Sitka district, Hon. James Sheakley.

LOCAL SCHOOL COMMITTEES.

Sitka.—Edward De Groff, 1892; N. K. Peckinpaugh, 1893; John C. Brady, 1894.

Juneau.—Karl Koehler, 1892; John G. Heid, 1893; Eugene S. Willard, 1894.

Douglas.—P. H. Fox, 1892; G. E. Shotter, 1893; S. R. Moon, 1894.

Fort Wrangel.—William G. Thomas, 1892; William Millmore, 1893; Allan Mackay, 1894.

Jackson.—James W. Young, 1892; W. Donald McLeod, 1893; G. Loomis Gould, 1894.

Metlakahtla.—David J. Leask, 1892; Dr. W. Bluett, 1893; William Duncan, 1894.

Kadiak.—Nicolai Kashavaroff, 1892; Henry Bowen, 1893; Charles Brown, 1894.

Unga.—Nehemiah Guttridge, 1892; John Caton, 1893; Edward Cashel, 1894.

Unalaska.—N. S. Reesoff, 1892; Nat. B. Anthony, 1893; Rudolph Neumann, 1894.

VISITORS.

Of late years tourists have commenced to learn of the attractiveness of the trip from Puget Sound to southeastern Alaska, and increasing numbers from year to year are availing themselves of it. This season over 5,000 round-trip tickets have been sold. As the steamer fare from Puget Sound up and return is \$100, only the wealthier and better classes make the trip.

It is a cause for regret that the tourist season occurs during the vacation of the schools. If the tourists could see the schools in actual operation it would greatly assist in creating a healthy public sentiment that would react in favor of larger appropriations by Congress. As it is, the industrial school at Sitka, which is in continuous operation, is the only one visited. This, however, shows what can be done, and is an object lesson that will not be forgotten by tourists.

One of them, after describing her visit to the homes of the natives and the sickening filth and squalor which she witnessed in Alaska, writes :

"And now, quite by accident, I had the most interesting experience of my whole trip, certainly one that has made an everlasting impression on my mind; an object lesson which often and often will set me thinking, a subject which would require a volume to do it approximate justice. The joyous shouting of half a hundred boys, some of them dashing across the road in pursuit of a football; well-clothed, well-fed boys; healthy, vigorous, intelligent boys; Indians, half-breeds, Muscovites, and a few Americans. What did it mean? From whence had they so suddenly come? From school. These were the beneficiaries of the Presbyterian Board of Home Missions, and the large building on the right of the road is the schoolhouse.

"Of course I had read about this mission. All the books on Alaska refer to it more or less. Yet the knowledge of its existence had brought no special desire to visit the place. To me Sitka was the vestige of a departed empire; the home of a decaying race of aborigines; a depot for the sale of Russi-Indian relics and curios; a pretty little town timidly hiding away in among the mountains, and for that I had come to see it and had been amply repaid. But the mission I had never thought of. Perhaps the book-writer had failed to attract me to it; perhaps my faith in missions generally was not very confirmed; perhaps I did not believe what I read about them. Be that as it may, hereafter no man, nor woman either, shall outdo me in words of praise and thanks for the glorious, godlike work which is being performed by the good people who are rescuing the lives, the bodies, and the souls of these poor creatures from the physical and moral deaths they are dying. I am not a Christian woman; my faith is that of a chosen people who were led out of Egyptian tyranny and darkness by the pillar of fire and the pillar of cloud; but my whole nature is in accord with these Christian men and women, whose immolation and sacrifices to regenerate their fellow-creatures will surely meet with heavenly reward, no matter what their creed. I wish I had had more time at my disposal to spend with the teachers and the scholars, so that I might now give even a skeleton outline of their daily life.

"There are about 100 boys and 50 girls in the institution, some of them being only 3 years of age and others as old as 22. The boys are instructed in carpentry, shoemaking, and blacksmithing; the girls are taught dressmaking and the use of the sewing machine. I went first into one of the class rooms, where I saw perhaps 20 dark-skinned Siwash Indian boys, whose Mongolian faces and almond-shaped eyes had assumed an expression of intelligence so different from the stupid, blear-eyed appearance of the same age and race whom I had seen in the rancherie that it was difficult to realize that they could possibly be twigs of the same tree. Upstairs we found the dormitories, like everything else about the establishment, orderly, neat, clean, due regard being paid to the number allotted to each room and to the subject of heating and ventilation. In the sewing department were several girls operating skillfully upon the sewing machine, others cutting from the piece, and younger ones basting for the sewing girls.

"It is said somewhere that it is only a single step from civilization to barbarism. Perhaps so; but I, and those ladies and gentlemen who accompanied me through the rancherie and the schools at Sitka, can vouch for the fact that it is only half a mile from savage, uncivilized ignorance, superstition, filth, and immorality to education, deportment, thrift, domestic felicity, and all human happiness."

NEW BOOKS.

The growth of the public interest in Alaska is manifested by the number of books which are issuing from the press.

Since the list given in my report for June 30, 1888, the following books have come under my observation :

"Fifth Avenue to Alaska," by Edwards Pierrepont, B. A. Published by G. P. Putnam's Sons. New York, 1884. Maps and illustrations. 329 pages. Price, \$1.75.

"Letters from Alaska," by Horace Briggs, PH. D. Published by Mrs. Dora B. North, 51 Park Place, Buffalo, N. Y., 1889. 87 pages. Paper cover. Price, \$1.

"Cruise of the *Rush*, 1889," by Isabel S. Shepard. Published by The Bancroft Company, San Francisco, 1889. Maps and illustrations. 257 pages. Price, \$1.50.

"Picturesque Alaska," by Abby Johnson Woodman. Introduction by Whittier. Published by Houghton, Mifflin & Co., Boston. Maps and illustrations. 212 pages. Price, \$1.50.

"New Eldorado," by Mr. M. Ballou. Published by Houghton, Mifflin & Co., Boston, 1889. Price, \$1.50.

"The Wonders of Alaska," by Alexander Badlam. Published by the Bancroft Publishing Company, San Francisco, 1890. Maps and illustrations. 151 pages. Price, \$1.50.

"Pacific Coast Scenic Tour," by Henry T. Finck. Maps and illustrations. Published by Charles Scribner's Sons, New York, 1890. 309 pages.

"A Woman's Trip to Alaska," by Mrs. Septima M. Collis. Published by The Cassel Publishing Company, New York, 1890. Maps and illustrations. Heavy paper. 194 pages. Price, \$2.50.

"Arctic Alaska and Siberia," by Herbert L. Aldrich. Maps and illustrations. Published by Rand, McNally & Co., Chicago, 1889. 234 pages. Price, \$1.50.

"Thirteen Years of Travel and Exploration in Alaska," by W. H. Pierce. Published by J. H. Carruth, No. 1312 Ohio street, Lawrence, Kans., 1890. 224 pages. Illustrated. Paper, 60 cents. Cloth, \$1.

"From Yellowstone Park to Alaska," by Francis C. Sessions, president of the Ohio Historical and Archæological Society. Published by Welch, Fracker & Co., New York, 1890. 186 pages. Price \$1.50.

"Reconnoissance in Alaska, 1885," by Lieut. Henry T. Allen, U. S. A. Maps and illustrations. 172 pages. Government Printing Office, Washington, 1877.

"Contributions to Natural History of Alaska," by L. M. Turner. 1866. 226 pages. Illustrated. Government Printing Office. Washington, 1886.

"Report on Natural History Collections made in Alaska, 1877-'81," by E. W. Nelson. Illustrated. 337 pages. Government Printing Office. Washington, 1887.

"Fur Seal and other Fisheries of Alaska." Maps and illustrations. 324 pages. Government Printing Office. Washington, 1889.

"The Coast Indians of Southern Alaska," by Ensign Albert P. Niblack, U. S. Navy. Maps and illustrations. 158 pages. Published by the Smithsonian Institution, National Museum. Government Printing Office. Washington, 1890.

"Cruise of the Revenue Marine Steamer *Corwin* in the Arctic Ocean, 1884." Maps and illustrations. 128 pages. Government Printing Office. Washington, 1889.

"Cruise of the Revenue Marine Steamer *Corwin* in the Arctic Ocean, 1885." Maps and illustrations. 202 pages. Government Printing Office. Washington, 1887.

"Bean's Report on the Salmon Fisheries of Alaska." Maps and illustrations. Government Printing Office. Washington, 1890.

From Yellowstone Park to Alaska, by Francis C. Sessions. 8vo. 196 pages. Illustrated. Published by Welch, Fracker & Co. New York, 1890.

"California and Alaska," by William S. Webb, M. D. Quarto, 190 pages. Velum paper. Illustrations, India proof etchings, and photogravures. Price, \$25; popular edition of the same, \$2.50. Published by G. P. Putnam's Sons. New York, 1891.

"Alaskana. The Legends of Alaska," in verse, by Prof. Bushrod W. James. Illustrated. 368 pages. Published by Porter & Coates. Philadelphia, 1892. Price, \$2.

"Kin-da-Shon's Wife. A Story of Native Customs Among the Chilkats of Alaska," by Mrs. Eugene S. Willard. Illustrated. 281 pages. Published by Fleming H. Revell. New York and Chicago.

RECOMMENDATIONS.

The three most urgent needs of education in Alaska at present are:

FIRST—LARGER APPROPRIATIONS.

Fifty thousand dollars is a sum wholly inadequate for the establishing and maintaining of good schools for the 10,000 children of Alaska. The utmost care is taken to make it go as far as possible, and yet a number of communities are asking for schools, which can not be granted because of the insufficiency of the appropriation. I would most respectfully recommend that an appropriation of \$75,000 be asked for the coming year.

The efficiency of the school service would be greatly increased if a permanent appropriation could be made for a term of five years, which would increase in regular amounts up to \$100,000. This would enable the Bureau of Education to keep pace with the steady growth of the work. It would also enable the Commissioner of Education to more wisely plan his work.

The appropriation for education in Alaska is placed in the sundry civil bill. Every alternate year during the long session of Congress this bill is not enacted into law before July, August, or September. But the last vessel for the year that communicates with the teachers in northwestern Alaska leaves San Francisco about the 1st of June. Consequently the Commissioner of Education can not appoint teachers for that section until ten or twelve months of the school year have expired. Or, in other words, the teachers are compelled to teach the entire school year without knowing whether any appropriation has been made to pay them. This is an injustice to the Commissioner of Education and to the teachers.

SECOND—OBLIGATORY ATTENDANCE.

There is no one subject connected with the Alaska schools that teachers, superintendents, committeemen, and citizens are more united upon than that the highest interests of the children and the schools require that there should be some authoritative regulations that will secure the more regular attendance of the native children. Attention has been called to this in every annual report.

Mr. John H. Keatley, ex-judge of the United States district court of Alaska and ex-member of the Territorial board of education for Alaska, in an article in the *Atlantic Monthly* for August, 1890, on "The Race Problem in Alaska," says:

"The natives of Alaska realize that everything is changing about them, and are anxious to pattern after the whites in better dwellings, more comfortable clothing, and a greater diversity of food, but they fail to realize yet the importance of education. The adults are serious obstacles to the education of the children, and no radical change is possible until attendance at the Government schools is compulsory. It is not enough to provide schools and teachers at the public expense, but Congress must go further and authorize the employment of Indian policemen at every village to compel the attendance of the children.

"Some of the native schools have an enrollment of 60 pupils,¹ with an average daily attendance of 10. This is due to the total lack of means of enforcing attendance. The race problem presented in the subject of their education and possible participation in the political affairs of the country is of too serious a character to be thus ignored by those who are now responsible for their future development."

THIRD—AGRICULTURAL EXPERIMENT STATION.

Passing from northern Alaska, with its adaptation to reindeer-raising, we find the whole southern coast, stretching for thousands of miles, to possess a temperate climate. This is due to the "Kuro-siwo" or "Japan Current" of the Pacific Ocean. In this "temperate belt" it is probable that there are areas of greater or less extent that are adapted to agriculture. At least it is known that there are small farms or vegetable gardens on Kadiak and Afognak Islands, on the shores of Cook's Inlet, and in southeastern Alaska. It is also known that wild berries grow in great profusion and abundance in many sections. But no intelligent and continued experiments have been made to test the agricultural and horticultural capabilities of the country.

Until a quite recent period (1867) the European population were fur-trading Russians. They were followed by fur-trading Americans, and more recently by the gold-seekers. No one expected to remain long in the country, and there has been no incentive to carry forward intelligent experiments in agriculture.

As early as my first report to the Commissioner of Education (1885) I called attention to the fact that there was a very wide diversity of views concerning the agricultural and horticultural capabilities of Alaska, and necessarily very great ignorance; that no systematic effort intelligently prosecuted had ever been made to ascertain what could or what could not be raised to advantage; that it was of very great importance, both to the people of Alaska and the country at large, that careful experiments should be made, extending over a term of years, to ascertain the vegetables, grains, grasses, berries, apples, plums, trees, flowers, etc., best adapted to the country; the best methods of cultivating, gathering, and curing the same; the planting and grafting of fruit trees; the development of the wild cranberry; cattle, hog, and poultry raising; butter and cheese-making, etc. In 1886 my recommendation was taken up by the U. S. Commissioner of Agriculture, who, in his annual report for that year (page 20) says: "Something in the line of experimental work might also be undertaken

¹This is true of a few, not of many schools.

in Alaska, possibly with profit. It is well known that the Department of the Interior has established an agency for the promotion of education in that territory."

"It has been suggested that a line of experiments, to be undertaken by this Department, would easily prove whatever of agricultural and horticultural capability may exist in the Territory. No careful attention seems to have been given there, as yet, to this branch of industry, and the resources of the country are quite unknown and undeveloped.

"The industrial training school at Sitka would furnish an admirable basis for a station, where could be conducted careful experiments to ascertain the agricultural products best adapted to the climate and soil of the Territory, and what breeds of cattle and other domestic animals are most suited to its climate and soil.

"Such an experiment ought to extend over a series of years, and the result would amply repay any expenditure that Congress may choose to make in this direction."

In view, therefore, of the national importance of introducing the domesticated reindeer of Siberia into northern Alaska, and testing the agricultural capacity of southern Alaska, I most earnestly recommend that you secure the establishment of an "agricultural school and experiment station" in connection with the system of industrial education in Alaska.

By an act approved July 2, 1862, Congress made provision for schools for the "benefit of agriculture and the mechanic arts." By an act approved March 2, 1887, provision was made for "agricultural experiment stations" in connection with the agricultural schools. And by the act approved August 30, 1890, certain of the proceeds of the sale of public lands were set aside for the better support of these agricultural schools.

These acts of Congress require the assent of the legislature of the State or Territory in order that their provisions may become available.

But Alaska has no legislature, and is governed directly by Congress. On this account, and partly because nineteen-twentieths of the children to be benefited belong to the native races, Congress has committed to the Secretary of the Interior the duty of making "needful and proper provision for education in Alaska."

I would therefore recommend that an application be made to Congress to direct the Secretary of the Interior to extend to Alaska the benefits of the agricultural acts of 1887 and 1890, and secure the establishment of a school that can introduce reindeer into that region, and teach their management, care, and propagation, and also to conduct a series of experiments to determine the agricultural capabilities of the country.

To reclaim and make valuable vast areas of land otherwise worthless; to introduce large, permanent, and wealth-producing industries where none previously existed; to take a barbarian people on the verge of starvation and lift them up to a comfortable self-support and civilization, is certainly a work of national importance.

In the closing year of the existence of the Territorial board of education the following rules were enacted, viz :

First. From and after this date (October 27, 1888), corporal punishment in the public schools of Alaska is entirely and wholly prohibited.

Second. All religious services are prohibited in all the public schools of Alaska except Howkan Klawack, Metlakahtla, Fort Wrangell, Juneau No. 2, and Haines.

The above rules were carried by the deciding vote of the chairman. If Mr. Duncan, the absent member of the board had been present, they could not have been passed.

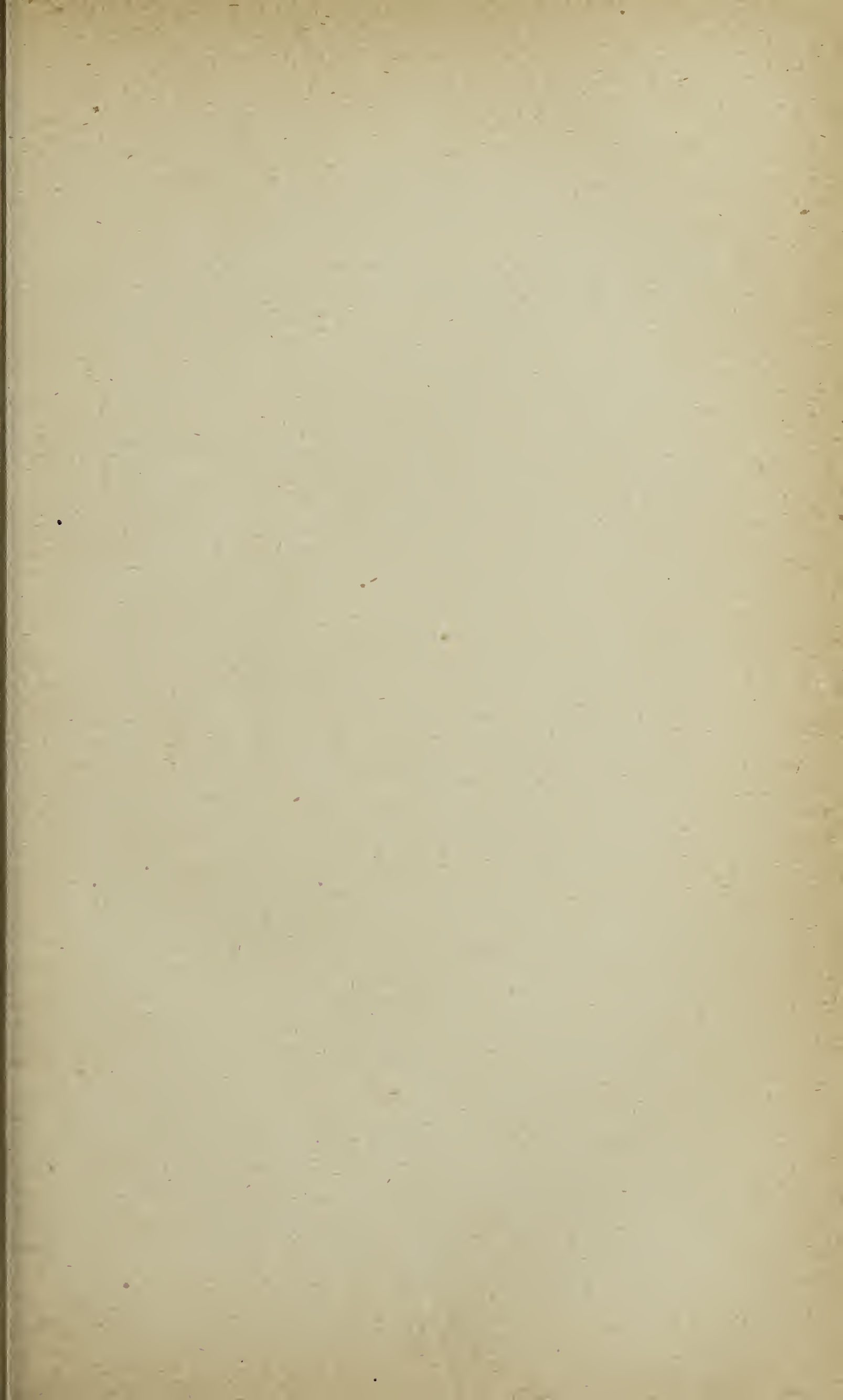
With the reorganization of the Alaska school system on April 9, 1890, the above rules were rescinded, and both school punishments and religious exercises left discretionary with the teacher and the local school committee.

To still further popularize the schools and create in the several communities a feeling of responsibility for the conduct of the schools and a personal interest in their success, I would recommend that in the villages containing a number of white people, such as Juneau, Sitka, and Douglas, the voters be allowed to elect their local school committee, and said committee be authorized to select teachers of the white schools, subject to the approval of the Commissioner of Education.

I remain with great respect, yours, truly,

SHELDON JACKSON,
General Agent of Education for Alaska.

Hon. W. T. HARRIS, LL. D.,
Commissioner of Education.



ANNUAL REPORT
OF
THE SECRETARY OF THE INTERIOR.

DEPARTMENT OF THE INTERIOR,
Washington, D. C., November 1, 1890.

SIR: This report will summarize the work of the Department of the Interior for the past year and exhibit to some degree the great responsibility devolving upon the Secretary, and the almost incessant labor required in supervising and directing the varied national affairs submitted, under you, to his control.

It has been a year of much executive achievement in all the bureaus of this Department.

From the public domain a new Territory has been formed and organized; former Territories have advanced to States; four, admitted to the Union last year, have obtained full representation in both houses of Congress; and two more, admitted this year, have elected their State officers and are about to choose their national representatives. No small part of the satisfaction and good feeling of the people of the States of Washington, Montana, North Dakota, South Dakota, Idaho, and Wyoming, exhibited at their most recent elections, is known to be due to the liberal and just execution of the land laws, the pension laws, and the sympathetic interest of the officers of the General Government in the rights and welfare of the Western settlers.

As Territorial organizations have changed into permanent State governments, so "Oklahoma" has become a Territory by act of Congress approved May 7, 1890, and is shown by the census of 1890 to have over 56,000 inhabitants.

And again, while this Territory has been forming, great additions from the Indian reservations have been made to the public domain soon to be opened to settlement. The various Indian commissions have made agreements, now awaiting Congressional action, with different tribes for many millions of acres.

This formative period is one of intense interest not only to our lawmakers and constitutional rulers but to our whole people as they view the present and prospective great increase of States over which the National Constitution continues to expand, and this period will hereafter, it is believed, be found to have been one during which the Republic's vitality and stability were very severely tested. The line of States is

now, however, continuous across the continent and from Canada to Mexico, and yet no weakness in government has been found to arise from the distance at which its power must be exercised; while the increase of the population over which it prevails tends only to make it stronger and more permanent.

There is presented in this report extended facts, comments, suggestions, and recommendations upon the subjects shown in the preceding table of contents of twenty-one separate bureaus, institutions, parks, etc., under control of the Secretary. This gives a bird's-eye view of the variety and importance of the affairs of the Department:

A table showing the force by which this work is done, under the supervision of the Secretary is annexed (Appendix A). It aggregates 16,120 persons.

The business of the different bureaus, institutions, Territories, and reservations are now to be dealt with in detail.

PUBLIC LANDS.

VACANT LANDS.

The vacant lands of the United States, exclusive of those in Alaska, at present extend over 586,216,861 acres, of which 282,772,439 are already surveyed.

Alaska contains 577,390 square miles, or 369,529,600 acres, of which not more than 1,000 acres have been entered. The aggregate reaches 955,746,461 acres. The following table exhibits this area by States and Territories, from official sources, as estimated:

Vacant lands in the public land of States and Territories.

State or Territory.	Surveyed land.	Unsurveyed land.	Total.	State or Territory.	Surveyed land.	Unsurveyed land.	Total.
	<i>Acres.</i>	<i>Acres.</i>	<i>Acres.</i>		<i>Acres.</i>	<i>Acres.</i>	<i>Acres.</i>
Alabama . . .	1, 105, 060	.....	1, 105, 060	Montana	9, 611, 315	55, 196, 312	64, 807, 627
Arizona	11, 983, 626	37, 715, 426	49, 699, 052	Nebraska	11, 226, 584	.....	11, 226, 584
Arkansas	4, 902, 329	.....	4, 902, 329	Nevada	27, 316, 167	23, 488, 373	50, 804, 540
California	38, 750, 564	15, 172, 154	53, 922, 718	New Mexico	39, 660, 806	16, 699, 520	56, 360, 326
Colorado	34, 354, 550	5, 639, 896	39, 994, 446	North Dakota	14, 318, 400	16, 179, 000	30, 497, 400
Florida	2, 283, 626	3, 340, 800	5, 624, 426	Oklahoma	22, 053	*3, 672, 640	3, 694, 693
Idaho	3, 938, 277	43, 019, 013	46, 957, 290	Oregon	23, 378, 982	14, 894, 246	38, 273, 228
Iowa	2, 000	3, 000	5, 000	South Dakota	2, 043, 374	8, 198, 124	10, 241, 498
Kansas	755, 791	.....	755, 791	Utah	7, 029, 100	29, 176, 000	36, 205, 100
Louisiana	1, 243, 460	115, 293	1, 358, 853	Washington	4, 155, 171	15, 491, 145	19, 646, 316
Michigan	832, 707	.....	832, 707	Wisconsin	819, 320	.....	819, 320
Minnesota	2, 902, 034	4, 011, 520	6, 913, 554	Wyoming	37, 578, 200	11, 431, 860	49, 010, 060
Mississippi	1, 407, 480	.....	1, 407, 480	Total	282, 772, 439	303, 444, 422	†586, 216, 861
Missouri	1, 151, 463	.....	1, 151, 463				

* The unsurveyed lands in Oklahoma are in the Public Land Strip.

† This aggregate is exclusive of the Cherokee Strip, containing 8,044,644 acres, and all other lands owned or claimed by Indians in the Indian Territory west of the 96th degree of longitude, contemplated to be made a part of the public domain by the 14th section of the act of March 2, 1889 (25 Stat. 1005), and it is also exclusive of Alaska, of all lands in Indian reservations, and of all railroad land grants.

(1.83 per cent.), is seen to be extraordinary, and indicates a rapidly growing per capita expenditure. The total school expenditure per capita of population at different periods is as follows:

Expended per capita of population.

	1870.	1880.	1889.
The United States	\$1. 64	\$1. 56	\$2. 12
North Atlantic division	2. 31	1. 97	2. 67
South Atlantic division.....	. 47	. 67	. 93
South Central division .....	. 48	. 55	. 84
North Central divis ^{ion}	2. 09	2. 03	2. 77
Western division	2. 02	2. 41	3. 22

In the Northern States a period of maximum per capita expenditure occurred about 1875. From that time on until about 1880 a considerable decrease took place. After 1880 a rise came again, which has been going on until the present time. The present expenditure is considerably in excess of any that has preceded it.

The decline in the per capita expenditure in the Northern States from 1875 to 1880 may be attributed to a reaction which followed upon the "flush" times succeeding the war. A period of liberal expenditure was succeeded by a period of retrenchment and economy. There was also a shrinkage of values taking place, so that the same tax-rate would produce from year to year a smaller revenue. In three years during this period the property valuation of Massachusetts fell off nearly \$240,000,000.

The Southern States, as well as the Northern, form a characteristic group in the matter of school expenditure, of which the distinguishing feature is the small amount expended per capita as compared with the North. During the decade 1870-'80 there were many fluctuations in school expenditure in the South; this period was a formative one, during which school affairs were unsettled and systems were formed and reformed. Since 1880 the expenditure has been continuously though slowly gaining on the population. The present per capita expenditure averages about one-third of what it is in the North.

The difference in the expenditure per capita of *school population* is still more marked, it being in the South only one-fourth of what it is in the North.

CONCLUSION.

In conclusion, the Commissioner states that, in order to keep abreast of the social movements kindred to school education, he has attended the annual meetings of the Charity Association, the Prison Association, and the Social Science Association.

His reason for this is well stated :

The common school deals with the normal weakling, the child, who is weak because nature has not given him time to grow strong. The school develops his growing strength along the lines of normal growth. But the social science societies deal with the abnormal weakling, the three classes, the insane, the pauper, and the criminal, and are endeavoring to discover what manner of education will cure mental and moral weakness, which tends to become a fixed element of character. This problem presses upon us with increased weight now that the growth of cities progresses so rapidly. Every discovery of method along this line gives important hints for the management of city schools, for the common school strives to prevent the evolution of the abnormal weakling.

The Bureau has, therefore, made investigations as to the illiteracy of criminals with a view to see what effect the common school may be accredited with in the prevention of crime. The general results for the past thirty years prove the important fact that the prisoners in jails and houses of correction include about eight times as many illiterate people on an average as an equal number of people in the community outside the walls of the jail. The penitentiaries do not show so great a disproportion as the jails, having only three and one-fourth times their quota, a sufficient number, however, to show the value of education in the prevention of crime.

EDUCATION IN ALASKA.

The Commissioner and the General Agent of education in Alaska both make reports on the condition of schools and their attendance in that far-distant section of our country. One station is 3,029 miles from San Francisco. Much credit is given to the general agent, Dr. Jackson, to whose industry and enthusiasm the measure of success which has attended educational work in Alaska is largely attributed.

The policy pursued by the Indian Office of making contracts with missionary societies, for the instruction and maintenance of the children in their vicinity, was early adopted by the Bureau. This plan, by which the society shares the expense of the school, secures to the pupils an equal amount of care and instruction at less cost to the Government.

The Commissioner says that on the earnest representations of Commander C. H. Stockton, of the U. S. S. *Thetis*, who had recently returned from a cruise in Behring Sea and the Arctic Ocean, Dr. Jackson was authorized to interest some of the missionary societies in the Esquimaux settlements at Point Barrow, perhaps the most northern land of our continent, Cape Prince of Wales, on Behring Strait, and Point Hope, lying about midway between the other two, where civilizing influences are greatly needed. Dr. Jackson accordingly explained the condition of these settlements to a number of societies which he visited, and the opportunities for labor in the cause of humanity were promptly seized, the American Missionary Association of the Congregational Church selecting Cape Prince of Wales, the Episcopal

Board of Home Missions choosing Point Hope, and the Presbyterian Board of Home Missions taking Point Barrow.

With the Secretary's approval agreements were entered into with each of these societies to contribute \$1,000 toward the cost of their buildings and the expense of travel and supplies. From these new stations favorable information has already been received. The Congregational Society report that two missionaries sailed from San Francisco early in June, taking with them the frame of a house ready to be put up, and that they arrived safely at their destination, the society having already expended \$4,500 on the mission. The Episcopal Board of Home Missions report that their missionary, provided with a building costing \$3,000, had reached Port Clarence, 200 miles from Point Hope, July 3. The Presbyterian board reports that a well-qualified teacher sailed for Point Barrow on June 1, with supplies for two years.

For lack of transportation an inspection of the schools on the western islands has not been possible since their establishment in 1886. This season, through the courtesy of the Secretary of the Navy, permission was granted the General Agent to accompany the Government vessels on their annual cruise to the Arctic, and the commanders were instructed to land at the settlements where schools existed or were to be established. Dr. Jackson started on his long voyage early in May. He was at Afognak June 16, and at Cape Prince of Wales early in July. He is expected to reach Sitka on his return early in October, when he will present a full report of the conduct of the schools in Alaska for the year 1889-'90.

In the meantime an increase of the appropriation for the education of children in Alaska is recommended. The work has developed as far as can be expected with the present funds. Teachers who are sent to such distant and difficult fields should be thoroughly well qualified for the work and should be liberally paid for their labor and sacrifices. As an example of these a picture of devotion to the cause of humanity is vividly drawn by the general agent as follows:

The school year at Klawack opened with sorrow, in the death of Mr. Currie, who was the first teacher the school ever had. Mr. Currie was a native of North Carolina, a graduate of Hampden and Sidney College and Union Theological Seminary, Virginia. He gave his life to Indian education. He did valuable work as teacher among the Choctaw Indians, and when a call came for some one to go to a remnant of Indians in southeastern Texas that were in danger of extinction, he went to them. While there his school-house was burned and his life threatened. To escape the malaria incident to a long-continued residence in that section, he came to Alaska and took charge of the newly opened school at Klawack under circumstances of great heroism. Far away from any officer of the law he battled alone against intemperance and witchcraft. Upon one occasion four men attempted to carry away one of his pupils (a girl) on the charge of witchcraft. Mr. Currie rescued her, keeping her at his house. A few days afterwards they returned, re-enforced by a party of Hydahs, on another attempt to get possession of her. While some of them vehemently claimed her, others stood near the missionary with open knives. Finally the brother of the girl was intimidated into paying a ransom for her. This Mr. Currie could not prevent, but the girl at least was saved.

Mrs. Currie, being herself a teacher of long experience, was, on her husband's death appointed to his place. Her isolation from all companionship (she was the only white woman in the place, and for eleven months looked into the faces of but two white women), the absence of any officer to enforce the law or look after the peace of the community; the prevalence of drunkenness, witchcraft, and other heathen practices, greatly interfered with the efficiency of the school. This is one of the most difficult places to conduct a school in all southeastern Alaska, and needs a strong, self-reliant, energetic man for teacher. Such an one the board of education hope to secure.

Mrs. Currie, with true Christian heroism, unflinchingly remained at her post until the close of the school year, when she resigned to return to her friends in the East.

But a few of many points, however, have been occupied either by the Government or missionaries. There are many places where schools would be welcome and would do great good, but for the establishment and maintenance of which an additional appropriation will be necessary.

The General Agent furthermore submits the following recommendations, in which the Secretary concurs :

RECOMMENDATIONS.

I. An inspection of the schools of western Alaska by the General Agent. In view of the fact that he has been unable to reach those schools for three years, and as the time has come for establishing new schools in that region, some of which have already been recommended by the Territorial board of education, and as it is probable that a Government vessel will be sent next summer to that section to convey Government officials, it is recommended that arrangements be made for the transportation of the General Agent.

CHANGE IN SUPERVISION.

II. In order that the General Agent may, for the next two or three years, give the larger part of his time to developing the school work in western Alaska, it is recommended: First, that the General Agent be relieved for the coming year from the local superintendency of the Sitka district and be given the local superintendency of the Kodiak and Unalaska districts; second, that a superintendent be appointed for the Sitka district.

PERMANENT SCHOOL FUND.

III. The recommendations of 1886-'87 and 1887-'88 are renewed, which recommendations were also indorsed by the Territorial board of education, that legislation by Congress be made permanently appropriating a sum of money for the education of the children of Alaska, without distinction of race.

The present method of supporting the schools of Alaska by an annual appropriation from Congress is very unsatisfactory. As Congress one year votes \$25,000, and the second nothing, and the third \$15,000, it can readily be seen that neither can the school-board of teachers arrange for the schools until after Congressional action has been taken, nor until such action is had can they be sure that there will be any schools. And not only that, but some years the action of Congress is

not known in Alaska until three months after the fiscal school year commences. A failure on the part of Congress any one year to make the necessary appropriation would close the schools, scatter Government property, and throw the teachers out of employment thousands of miles away from home and friends. The disadvantages of the present system need but to be stated to be seen.

In the Western States and Territories the general land laws of the country provide that sections 16 and 36 in each township be set apart for the use of the schools in said States and Territories. In some of the States this has been a munificent endowment. But Alaska has no townships and no law by which they can be surveyed, and when, in the course of time, the general land laws are extended over it the nature of the country and the peculiar climate and the requirements of the population will prevent to any great extent the laying out of the lands in sections of a mile square. Thus while no school fund is practicable for years to come from the lands, the General Government derives a regular revenue from the seal islands and other sources, a portion of which could be used in the place of the proceeds of the sale of school lands.

COMPULSORY EDUCATION.

IV. The operation of the obligatory attendance law, which was enacted by the Territorial board of education and approved by the Secretary of the Interior, in 1887, has been recently suspended by order of the United States Commissioner of Education.

In view of the importance of some suitable law for securing the more regular attendance at school of the children of Alaska, the Territorial board of education, at its semi-annual meeting, June 14-19, took the following action:

Whereas it is the invariable experience of all who have been engaged or interested for years in the difficult task of attempting to educate and civilize the natives and creoles of Alaska that the greatest obstacles to success are—

First. The want of adequate means of securing the regular and general attendance of the children of these people at the various Government schools; and

Second. The stolid indifference, superstition, and fear of change on the part of the greater number of the parents of such children; and

Whereas experience has also demonstrated that wherever native policemen have been employed and paid heretofore a moderate compensation for gathering these children into the school-rooms, and thus compelling attendance, not only is the average attendance itself largely increased, but an interest in the progress of the pupils and the success of the schools themselves has been gradually and permanently created in those native and creole parents; and

Whereas the Government of the United States is annually appropriating large sums of money for the purpose of educating and civilizing these people and employing competent and zealous teachers for that purpose, who are making great sacrifices by enduring severe privations, general discomfort, and personal isolation among an alien and barbarous race of people: Therefore be it

Resolved by the Territorial board of education, That the Hon. Lyman E. Knapp, the governor of the district of Alaska, is hereby requested and urged to embody in his forthcoming annual report to the Department of the Interior the suggestions we have made herein, with the recommendation that Congress take the subject of compulsory

education of the natives and creoles of Alaska into consideration, and in addition to making the usual appropriations for the schools of the district, add thereto such enactments as will compel the regular attendance of the pupils at such schools as are already established or may be hereafter provided.

The recommendations of former reports on this subject are hereby renewed.

With the granting of an obligatory attendance law, and even without it, the appointment of a native policeman in the native villages where schools exist, whose duty shall be to see that the children are in school, will greatly increase the present attendance.

It is therefore recommended that an allowance of \$10 or \$15 per month be allowed from the school fund for the employment of such men.

V. That Congress appropriate \$75,000 for education in Alaska for the year ending June 30, 1892.

VI. That the salary of the general agent of education be increased to \$2,400 annually.

HOWARD UNIVERSITY.

The catalogue of this institution for the past year shows 365 students, representing nearly all of the States and Territories and several foreign countries, classified as follows:

Theological.....	40
Medical	107
Law	29
College department.....	22
Preparatory	31
Normal and industrial	136

Of these 78 completed their course.

In the industrial department instruction is given in printing, carpentry, tailoring, shoemaking, mechanical drawing, and other useful handicrafts.

A suitable structure for instruction in the different mechanical arts is greatly needed. A building, equipped as required for a school of technology and gymnastics, can be erected for \$100,000, and for this purpose the trustees ask an appropriation of \$25,000 to be expended in the present fiscal year. They also desire to employ a librarian and teacher of book-binding in addition to those to whom salaries have heretofore been paid. These requests are recommended to favorable consideration.

The following items of appropriation are recommended:

For new building for industrial department.....	\$25, 000
For salaries.....	23, 800
Care of grounds.....	1, 000
For repairs.....	2, 400
Books and shelving.....	2, 000
Current expenses.....	4, 000
Total.....	<u>55, 200</u>

Since the date of this report the president, Woodruff, has proclaimed an abandonment of the practice and doctrine of polygamy; and this has been confirmed by an order of the council or conference of the church. Comment and recommendations upon this subject are made by the Secretary upon the report of the governor of Utah, preceding this of the Commission.

Mr. Cannon, referred to in the Secretary's remarks, is a son of ex-President Cannon, above mentioned by the Commission.

ALASKA.

The Governor of Alaska comments upon the difficulty of acquiring exact information in regard to this Territory owing to its vast extent and the small means of communication, but states that the commerce of the Territory is large and important and yearly increasing in volume. The exports consist, for the most part, of furs, skins, deer-horns, ivory, bone, oil, gold, silver, and other valuable ores, bullion, fish and canned products of fisheries, fertilizers, Indian curiosities, berries, etc. The imports are goods of all kinds for trade with the natives and resident whites: coal, lumber, machinery, furniture, provisions, material for canning, and other manufacturing enterprises. In the matter of the fur trade the Governor states that about 100,000 full-sized sealskins were taken by the Alaska Commercial Company during the year and that probably half as many more were captured at sea and stolen by poaching vessels.

FISHERIES.

The importance of the Alaskan fisheries in a commercial point of view may be gathered from the number of vessels employed in that industry, though part of the carrying business in southeastern Alaska was given to the regular line of mail steamers. Excluding from enumeration the steam launches, tugs, fishing-boats, and scows employed by the various canneries in the direct work of taking and preparing the fish for market, the ships employed in transportation to San Francisco and ocean work were 106.

Thirty six salmon canneries were in operation during the year, representing with their equipments a capital of over \$4,000,000, and their pack amounted to the enormous number of 702,993 cases of 4 dozen 1-pound cans. The growing importance of the business may be illustrated by comparing the above figures with the results of former years. The record stands as follows:

Year.	Total pack.	Year.	Total pack.
	<i>Cases.</i>		<i>Cases.</i>
1883.....	36,000	1887.....	190,200
1884.....	45,060	1888.....	439,293
1885.....	74,800	1889.....	702,993
1886.....	120,700		

The Governor states that the seal fisheries are not confined to the catch on the Pribyloff Islands, where only 100,000 are allowed to be taken. Of those captured by the revenue-cutters because illegally taken in the waters of Alaska during the year, 2,468 skins were sold for the sum of \$24,256, and it is claimed that more than 20,000 skins were successfully carried away by poachers to Victoria.

The importance of protecting the fishing business by appropriate legislation is strongly urged by the Governor. In many places the salmon fishing is overdone, and in many more, unwise and destructive methods are employed. Aside from the business interests of the white people, the actual subsistence of the natives is largely concerned. They are bound to their local resorts, fishing-grounds, and habits of their ancestors. They know no other way of life or means of subsistence.

MINING AND MINERALS.

The Governor states that attention was mainly given during the year to the practical development of claims already located, though a large number of new locations have been made. In working the quartz mines many of the ores are sent long distances to the smelters for reduction, while in other cases the ores are piled up awaiting the erection of mills.

There are thirteen stamp-mills in the Territory for crushing ores and obtaining the free gold, aggregating 525 stamps. Of these the mill of the Alaska Treadwell Gold Mining Company, is said to be the largest in the world, having 240 stamps, 96 concentrators, and 12 ore crushers.

The ore worked by this company is of low grade, but from the convenience of reduction and transportation it has yielded an excellent profit on the investment. Sixty tons of ore from the Silver Creek mine gave an average return of \$200 per ton. The smelting returns show that the lowest grade of ore shipped from the surface workings ran 66 ounces of silver and \$4 in gold to the ton, while the first-class ore gave returns of 341 ounces of silver and \$22 of gold.

Of the other minerals, coal has been taken out in small quantities at nine different places, and thus far is generally of bituminous character and burns freely. The deposits on the mainland have not been explored.

PUBLIC LANDS.

Under the statutes affecting this Territory the Governor states that title to public land can not be acquired except under the mining laws, and this condition of affairs operates to retard very materially the development of the country. There is no encouragement for any one to make improvements of which he has no assurance that he will have the enjoyment. The Governor reports that a few have ventured to make limited improvements upon the public lands with the hope that legislation recognizing claims based upon such expenditures, and settlement

rights, would not be long delayed, and legislation to rectify this state of things is urgently recommended by the Secretary.

The town of Juneau and Douglas City have attained a considerable size, while buildings and improvements by private individuals in other places also manifest the confidence felt that ultimate relief will be afforded. The growth of the towns and the agricultural interests of the country are, however, alike dependent upon future provisions by which title to public land may be secured. The immense value of the territorial exports, the employment of hundreds of vessels in the carrying trade, the business enterprises involving the investment of many millions of dollars, as well as those resources found sufficient to attract and hold enterprising citizens under conditions of uncertainty, all unite in the common plea for more favorable legislation in this direction.

TRANSPORTATION AND POSTAL FACILITIES.

The present report repeats and emphasizes the need of better postal and transportation facilities. The regular and distinctively public lines of transportation in Alaska are limited to the line of the Pacific Coast Steam-ship Company from San Francisco to Southeastern Alaska, and the small steam-tug carrying the mail from Fort Wrangel to Shakan and Klawak. The steamers of the coast line made twenty-nine trips last year, carrying the mails, and usually touching at seven places, and occasionally delivering freight and mails at ten or eleven places. The Klawak steamer touches at three places, making twelve trips, but has a very limited capacity for freight and passengers. The Alaska Commercial Company has accommodated those who desired passage, and has carried mail matter for the convenience of the isolated settlers of the Northwest and the cruisers in Behring Sea and Arctic Ocean.

There are eleven post-offices served with mail within the southeastern district, though some of them at rather infrequent intervals, Sitka, Juneau, Douglas, and Wrangel receiving mails from the States twice a month.

The Governor urges the claim of the Territory to better postal facilities, and bases his argument not only upon the growing business interests of the people, but the necessities of the government in the administration of public affairs.

LEGAL AUTHORITY.

Abundant proof of the great necessity for the establishment of some legal authority in various localities is given by a letter from the special agent in charge of the Alaska division of the Eleventh Census, in which he says that—

Mining camps and fisheries attract during the summer a numerous assemblage of ignorant Italians, Greeks, Portuguese, and Chinese, who are easily led to excesses of various kinds. In four or five such locations shooting and stabbing affrays and

murders have occurred during the past summer, and in every case there was a total failure of justice owing to the absence of magistrates and the impossibility of reaching the court at Sitka.

An evil of another kind can also only be suppressed by the presence of local magistrates; that is, the introduction of the vilest kind of liquor manufactured by the Chinese laborers employed at the canneries. These men bring up their own supplies and in this way can easily introduce any quantity of this pernicious stuff without detection. Nearly all of this liquor passes into the hands of the native laborers and of the worst element among the fishermen. The Chinese peddle this vile beverage openly at \$3 or \$4 a bottle, and so extensive is this trade that the large amount of coin taken up by the various establishments for paying off laborers, amounting to many thousands of dollars, invariably becomes locked up in the hands of the Chinese towards the end of the season.

The gentlemen in charge of these large fishing establishments do their best to suppress the evil, but it is only in rare instances that they succeed in confiscating small quantities of the liquor, which they do not even dare to destroy for fear of strikes on the part of the Chinese employés and injury to their business.

The number of this class of population during the summer season I estimate as follows:

At the canneries of Nushegak, on Bristol Bay, about 350 whites and over 400 Chinese; at the canneries on the Alaska Peninsula, about 200 whites and 300 Chinese; at Karluk, about 600 white men and nearly 800 Chinese; at the canneries of Cook Inlet, about 150 whites and 200 Chinese; at the Prince William Sound and Copper River canneries, about 150 whites and 200 Chinese.

Very respectfully,

IVAN PETROFF,

Special Agent in Charge of the Alaska Division.

CONDITION OF THE NATIVES.

The Governor's report on the condition of the native population is a very full and interesting paper, embracing much valuable information with respect to the different race-characteristics and customs of the various tribes, as well as those changes in their condition which have been brought about through contact with the white settlers, and closes with a renewal of the former suggestion of Government aid in the establishment of a hospital for the treatment of certain prevalent diseases which threaten the ultimate extinction of the native population.

EDUCATION.

Fourteen Government day schools have been in session during the year, eleven of which were attended exclusively by natives. The work of these schools is reported to be measurably satisfactory, though the attendance is not as full and regular as could be desired, and to remedy this evil the Governor again suggests a mildly compulsory system.

In addition to the above schools the Commissioner of Education has entered into contract for Government assistance of schools under the care of ten different missions.

Twenty-two other schools in connection with missions were maintained without Government aid; seventeen of these schools were under

the mission work of the Græco Russian Church. The Alaska Commercial Company, in accordance with their contract with the Government, maintain schools on St. Paul and St. George's Island, and these with the two homes for children under control of the Presbyterians at Juneau and Howcan, make the total number of schools forty-eight. Several new Government schools are under consideration.

MISSIONS AND CHURCHES.

The Græco-Russian church has been established in Alaska for many years, and has been an active force during the latter part of its existence, especially among the Sitka tribe of Thlinkets and the Aleuts. It has at the present time twelve churches, with resident ordained priests, sixty-seven chapels in charge of unordained assistants, seventeen parish schools, and about twelve hundred members within the Territory.

The mission movement began in 1878, except in the case of the Russian church, and there are now missions maintained by thirteen different denominations. The native Presbyterian church at Sitka numbers about three hundred. The industrial training school has one hundred and seventy students and twenty-one teachers.

The assertion sometimes made that mission work among the Alaskans is not productive of any good result is not borne out by the facts. The Governor says that the improvements in the lives of the children is reflected in a measure by the family, and that the missionaries and teachers can always be relied upon for co-operation in the work of the civil government.

REPRESENTATION IN CONGRESS.

The Governor states that the people exhibit strong feeling upon the subject of having a delegate to represent them in the National Congress, and submits a copy of correspondence between himself and residents of the Territory to show the urgency of the demand.

SUMMARY.

The Governor's report closes with a statement of the more pressing needs of the Territory; his recommendation to remedy which is heartily concurred in by the Secretary.

- (1) Provision for acquiring title to the public lands.
- (2) The adoption of a townsite law.
- (3) The definition of citizenship and qualification of voters as preliminary to future legislation authorizing elections.
- (4) An extension of mail facilities.
- (5) The establishment of hospitals and provision for supporting insane paupers.
- (6) A steam vessel should be furnished for the use of the civil officers in the administration of public business.

YELLOWSTONE NATIONAL PARK.

In the previous portion of this report relating to the public lands, the great importance of protecting the forests was dwelt upon at some length. Those in the Yellowstone National Park are composed in large part of great trees; the area of the woods is far-reaching, 83 per cent. of the 3,400 square miles being timbered, and the head-waters of some of the greatest rivers rise within its borders in the west. The loss of these forests would be disastrous to the vast valley-lands that the rivers irrigate and their preservation is alike necessary for the beauty and grandeur of the park and the safety of the lower valleys.

In regard to this it is necessary to state that during the last year the forest fires were more disastrous, as stated by the Superintendent in his report, than ever before known in the history of the park. Seventy fires occurred. One between the Yellowstone and Shoshone lakes was supposed to have been started by lightning; it became unmanageable and burned itself out. Another started south of the park and burned its way inward; and a third, a disastrous fire, was, it is said, the result of the grossest carelessness, taking a wide range and being controlled only by the greatest labor. The troops are reported to have worked day and night in the extinguishment of these different fires, and have no doubt had a severe experience in such service. There can be no blame for these disasters attached to either the Superintendent or the Department. The force under him is found to have been well trained and faithful, and when the Superintendent was here last spring, in anticipation of the trouble now detailed he was supplied with all he demanded at the time for battling with such conflagrations.

He recommends that to avoid these catastrophes there should be regular camping grounds established where campers should be required to stop, and also that there should be supplied two water tanks and the necessary draught animals for conveying the water to the locality of the fires to extinguish them, as water only can when it gets into the roots of the trees. Since his regular report, the Superintendent has written the Secretary that the last year's experience has been of great value to him in the matter of handling campers, and that all who have come within the park have been thoroughly instructed in the matter of making and extinguishing their fires, and that the park has passed through the ordinary season this year with no fires traceable to them. It should be remembered also that much sentiment is attached by our people to this and other parks, and that they rejoice in the pleasures derived from visits to them and are quick to condemn any severe losses they may there observe.

The rental obtained from such leases as the Secretary is authorized to make and other sources of income produce but a small amount of money to protect this very valuable property, and Congress would do

U. S. BUREAU OF EDUCATION.

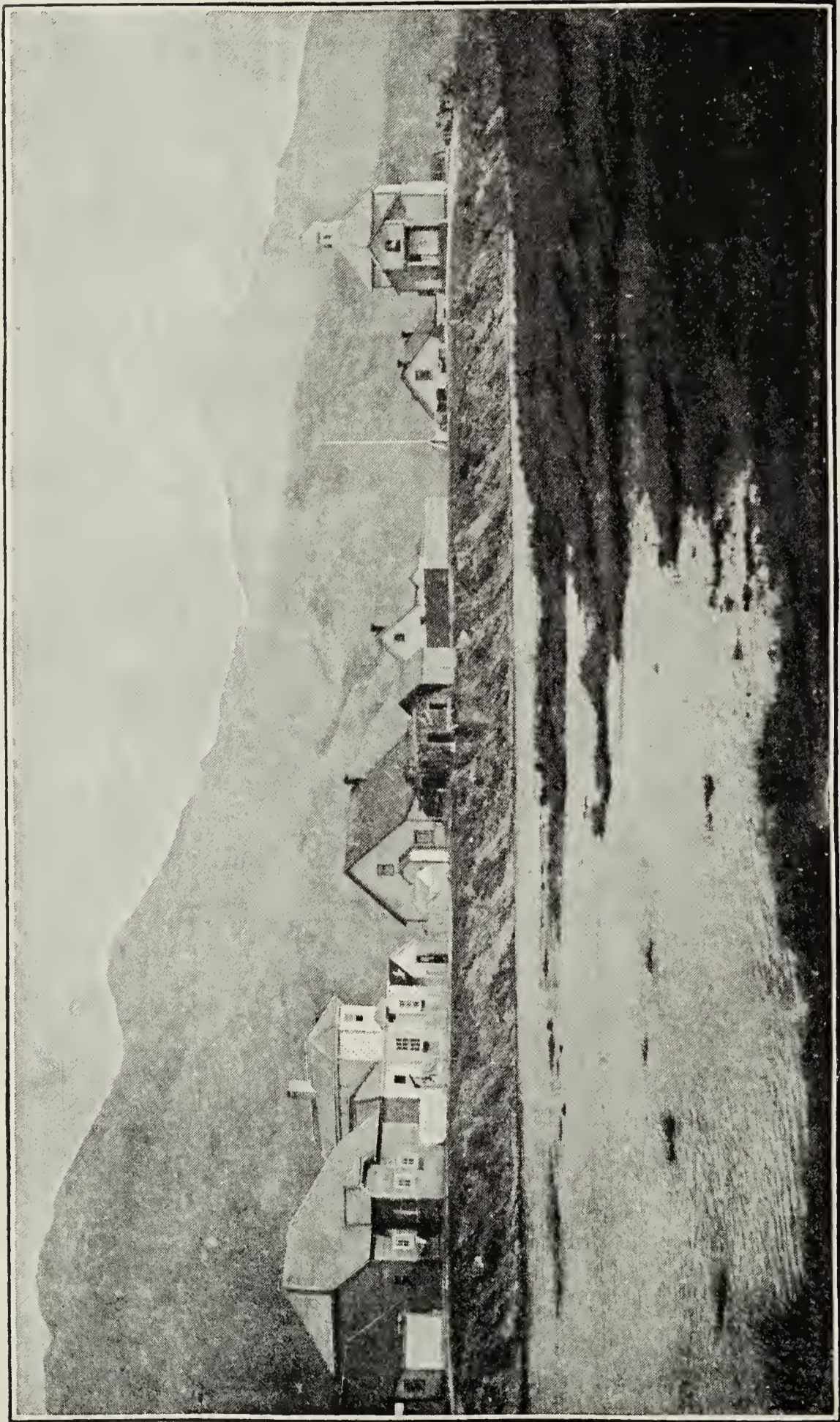
REPRINT OF CHAPTER XXV OF THE REPORT OF THE COMMISSIONER
OF EDUCATION FOR 1890-91

EDUCATION IN ALASKA

1890-91.

SHELDON JACKSON, D. D.,
GENERAL AGENT.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1893.



A SECTION OF UNALASKA.

CHAPTER XXV.
REPORT ON EDUCATION IN ALASKA.

By Rev. SHELDON JACKSON, *General Agent of Education for Alaska.*

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1891.

SIR: In compliance with the requirements of the office I have the honor of submitting the following annual report of the general agent of education, for the year ending June 30, 1891:

NUMBER AND GENERAL CONDITION OF THE SCHOOLS OF ALASKA.

There is in Alaska a school population of from 8,000 to 10,000. Of these 1,847 were enrolled in the 31 schools in operation during the year closing June 30, 1891. Thirteen day schools, with an enrollment of 745 pupils, were supported entirely by the Government at an expense of \$20,639.39, and 12 contract schools, with an enrollment of 1,102, were supported jointly by the Government and the missionary societies of the Presbyterian, Methodist, Congregational, Episcopal, Moravian, Lutheran, and Roman Catholic churches. Of the pupils in the contract schools, 810 were day pupils and 292 industrial pupils. These latter were clothed, housed, fed, and taught.

The boys were taught shoemaking, house-building, furniture-making, coopering, baking, gardening, and the care of cattle; the girls were taught cooking, baking, washing, ironing, sewing, dressmaking, and housekeeping.

Towards the support of these contract schools the Government contributed \$29,360.61, and the missionary societies \$74,434.29.

UNALASKA DISTRICT.

PUBLIC SCHOOLS.

Owing to the inaccessibility of the schools in this district, only having communication with the outside world and a mail once a year, and the consequent difficulty of supervision, no public schools have been established except on the island of Unga. But wherever it was desired to locate a school arrangements were made with the leading missionary societies of the country to share with the Government in the responsibility and expense. These schools are called "contract schools."

CONTRACT SCHOOLS.

In the spring of 1890 I made a call¹ through the newspapers for volunteer teachers to go to the barbarous Eskimo of Arctic Alaska, which resulted in the following persons offering themselves: Messrs. L. M. Stevenson and P. N. Killbreath, Mr. and Mrs. James K. Reeve, and Misses H. L. Harwood and Martha McQuarll, of Ohio; Mr. and Mrs. James F. McKee, Mr. E. M. Calvin, and Miss Ella Blair, all of Pennsylvania; Misses Ella Dudley and Martha L. Taylor, of Missouri; Mr. and Mrs. Warren Norton, of Tennessee; Rev. and Mrs. S. H. King, of Minnesota; Mrs. Rebecca Wilklow, of Illinois; W. T. Lopp, of Indiana; H. R. Thornton, of Virginia; George Drenford, M. D., of District of Columbia; and Thomas H. Hang, of South Dakota. Of the above, Messrs. Stevenson, Lopp, and Thornton were selected.

Point Barrow, Presbyterian; population, Eskimo; L. M. Stevenson, teacher: This is the northernmost school in America and, with the possible exception of Upernavik, Greenland, the most northern in the world. Mr. Stevenson arrived at his station on the 30th of July, 1890, on board a whaler. The next day I reached the place on board the U. S. Revenue Cutter *Bear*, and at once began making arrangements with Mr. Stevenson for the establishment of the school. Having been unable to secure transportation for the necessary buildings from San Francisco, I procured, through the courtesy of Capt. M. A. Healy, commander of the *Bear*, the use of the rear room of the Government Refuge Station for the school. On the 6th of October, 1890, Mr. Stevenson opened school with 3 pupils. By the end of the month 15 were in attendance, and the number continued to increase until 38 were enrolled.

The school was begun under adverse circumstances, but a beginning had to be made. Five men from a stranded schooner were quartered in the room used as a schoolroom, and the teacher held them subject to the rules of the school for conduct, and required them to set the example of order, thus using them as a means of assistance in the government of the school. None of the pupils had any knowledge of the English language, speaking only their native lingo, consisting of heterogeneous sounds, produced something after the ventriloquist method of using the vocal chord, the other organs of speech not being permitted to participate in the production of sound. Those who came to school seemed to manifest a great desire to learn, and the acquisition of making "paper talk" was like the entrance to fairy land. They made rapid progress, being able to spell and pronounce all the words on the chart lesson by the end of the second week.

Nearly all the pupils, after the first day or two, manifested a strong desire to learn, and in this they were both patient and persevering, repeating the same word many times in trying to acquire a correct pronunciation. At first they were shy and feared to make a start, but after one or two letters were memorized, so that they could form a short word, they were proud of the acquisition, and upon the snow, the frost, anywhere where they could make an impression, the words were traced.

Mr. Stevenson reports it very interesting to see their black eyes flash and their dusky

¹ WASHINGTON, D. C., March 13, 1890.

TEACHERS WANTED FOR CONTRACT SCHOOLS AMONG THE ESKIMOS OF ARCTIC ALASKA.

An unexpected opportunity offers for the establishment of a contract mission school among the Eskimos at Point Barrow, and also at Cape Prince of Wales.

Point Barrow is the northernmost point of the mainland of the continent.

It has a permanent population of about 500 Eskimos. Last summer the Government erected at that point a refuge station for shipwrecked whalers. During the summer there are 1,500 to 2,000 sailors of the whaling fleet in the vicinity. This season 20 of these men are wintering there.

Cape Prince of Wales, at Berings Strait, is the westernmost point of the mainland of the continent. It has a permanent population of about 300 Eskimos with no white men.

During the summer season hundreds of the nomad Eskimos of the interior visit these points for the purpose of trade. The coming of these strangers greatly increases the influence and importance of the work at the station.

At each of these stations it is proposed to erect a comfortable one-story frame building, containing a schoolroom in one end and a teachers' residence in the other.

The schools are to be taught in English. As the people have never had schools and know no English, the schools will, for a long time to come, be in the primary grade.

There is no communication with the outside world except once a year, ships arriving and departing in midsummer.

For the first year at Cape Prince of Wales it is advisable that a male teacher go without his family.

At Point Barrow the teacher should be a married man without children, and can take his wife with him.

The teachers should be of good sound health, and from 28 to 40 years of age.

The teachers should be prepared to remain at least two years.

As they will need to leave home next May, prompt action will be required. The work being both educational and missionary, applicants will send not only certificates as to their aptness as teachers but also testimonials from their pastor or others as to their Christian activity.

The rigors of the arctic winter, and the self-denial and patience required in dealing with the natives demands a missionary spirit in the teachers. None other will succeed or be willing to remain there, even if sent.

Address all applications, with accompanying papers, to Rev. Sheldon Jackson, 1025 Ninth street N.W., Washington, D. C.

countenances brighten as they learned a new word or a new combination of figures. They seem to pride themselves on knowing English, but manifest little desire to speak it, as that would be breaking off from their traditions, and their Im-ut-koots (doctors) would let the evil one take full possession of them for thus abandoning the style of former days.

The attendance for the most part was very irregular, owing to the trips that had to be made out to the caches¹ where the deer were stored, and which they brought in, as required, for food, as well as to the catching of seals for both food and fuel.

After the age of 4 is reached, no parent is able to tell the age of his children, and they are not positively certain beyond 3 years, so that the classification by ages in school is mere guess work. Knowledge of the past is summed up in the single word "I-pan-ee," which may be yesterday or ten thousand years ago, or any indefinite period.

Five seems to be the basis and almost the extent of their mathematical comprehension, and beyond the limit of 15 the best of them become confused, and cut off further count by a single word, Am-a-lok-tuk, which may be anything from 1 upwards. It seems to mean plenty. If there is enough for the present meal it is Am-a-lok-tuk.

The hindrances to the work are many. The association of the natives with white men have not been ennobling, but, on the contrary, debasing, the products of which are fornication, adultery, disease, and death. Another hindrance is the lack of livelihood. The natives are under the necessity of hunting and whaling, and these two occupations keep them busy nearly the entire year, and away from the village the greater part of the time, sometimes scattered many miles over the country hunting and fishing, or over the ice catching seals, whales, bears, and walrus. The deer furnishes food and clothing, the walrus boot soles and skins for canoes, the seal food, flour, and clothing, the whale food, flour, and bone for trade.

The coldest weather reported was $49\frac{1}{2}^{\circ}$ below zero. The long, dark (for the night extends from November 19 to January 23) Arctic winter wore away until April 14, when the report of "whales seen in the lead"² set every one wild with excitement, nearly breaking up the school. All the pupils large enough left immediately to hunt whales, and a few weeks later the remaining boys and girls left to drive the dog teams that were transporting the whalebone and meat to the village from the edge of the ice, from 12 to 20 miles out to sea.

In the spring of 1891 a schooner was chartered at San Francisco and loaded with lumber and materials for a school building and teacher's residence at Point Barrow; but the great Arctic ice pack not leaving the shore in time, the vessel was unable to reach the place, and the school has been compelled to remain another year in the Refuge Station.

Point Hope, Episcopal; population, Eskimo; John B. Driggs, M. D., teacher: Dr. Driggs reports the population of the village as unusually small, the scarcity of food during the preceding winter having scattered them along the coast in more favored villages for hundreds of miles. In taking a census of the population in April he found only 161, being one-half the usual population. Out of that number, however, he had 68 pupils. Six of these were compelled to drop out in order to provide food for their families. The others attended through the winter with great regularity. Three of the pupils died during the season, one being carried off on the ice and never heard from, probably being frozen to death and eaten by the bears; another was frozen to death, and a third died from hemorrhage.

The school was opened on the 1st of October. The day brought with it a blizzard and snow storm that lasted for nine days. During the morning the teacher occupied the schoolroom alone, but as time wore on and no pupils came he put on his furs and started for the village to hunt up the children. Upon going outside the house he found a boy walking the beach. Taking him into the schoolroom, he commenced school. At the close of the afternoon he presented his pupil with a couple of pan cakes left from his own breakfast. The effect was equal to any reward of merit. That boy proved one of the most regular in attendance during the entire winter season. The next morning 4 presented themselves, and from that the school grew to 68. A mixture of flour, molasses, and water made a sort of cake, a little of which was given to the pupils each evening, proving not only a very cheap and efficient method of securing regular attendance, but also discipline, as they had to be both present and perfect in their deportment and recitations to be entitled to cake. The scholars usually arrived from 6 to 7 in the morning and remained all day. Owing, perhaps, to their long-continued diet of frozen meat and snow eating, they had constantly to be excused to run out doors and get more snow, as the teacher found it impossible to melt water fast enough on his stove to keep them in drink. The sun disappeared on the 10th of December and returned on the 3d of January, giving them a night of twenty-four days. Lamps were required in the schoolroom from November 12 to Feb-

¹A hiding place for storing food.

²An open channel in the ice.

ruary 9. The thermometer varied in the coldest weather from 27° to 31° below zero, the average of the winter being probably about 15° below zero. During February and a portion of March a series of blizzards set in that were beyond description. The ice was solid across the ocean to Cape Prince of Wales, 200 miles distant. The effect of the gales was such that at times it seemed as if the schoolhouse must be blown away. Snow flew in perfect sheets. The schoolhouse was located 2 miles from the village, and yet, notwithstanding the storms and distance, the attendance was good. For a few days the teacher hired men to see the little ones safely home through the storm (the 2 miles distance), but soon found that the precaution was unnecessary; that they were accustomed to take care of themselves. Not being used to any seats or chairs at home, the children found it very hard to sit on benches, and greatly preferred to occupy the floor, so that, looking over the schoolroom in writing time, a little girl could be seen on her knees and elbows writing in one place, and in another a boy lying with his face downward on the floor, also writing, and so through the room every imaginable position could be seen. If beginners made a mistake they tried to rectify it by scratching with their finger nails. They readily learned the alphabet and made some progress in reading, singing, and writing, the teacher being very much encouraged with his school.

Cape Prince of Wales; American Missionary Association (Congregational); population, Eskimo; Messrs. W. T. Lopp and H. R. Thornton, teachers: School was opened on the 18th of August, 1890, with only about one-fourth of the population returned to the village from their summer's hunt.

The school being established among a wild people, that had never known any restraints, that could not comprehend the purposes of the teachers in coming to them, and could not understand their language, through misapprehension there was a good deal of trouble at first. On the 19th of September, Elignak, one of the wealthiest men of the village, and one of his wives, both in a state of beastly intoxication, tried to force their way into the house. On the 23rd of September some of the students became so boisterous and unruly in the schoolroom that they also had to be excluded from the house. And again, in November, drunken parties tried to break in and make a disturbance, so that, for two months, the teachers taught, ate, worked, and slept with loaded arms at hand, not knowing at what moment they might have to defend the property committed to them, and their lives, their minds constantly harassed with questions as to when resistance should begin and how far it would be justifiable, debating in their own minds whether it would be better to allow themselves to be robbed or murdered without resistance, or through resistance make the savages respect their manhood.

The danger to the station was greatly increased by an epidemic of the grip, which carried away 26 people in two months, which was by the superstitious of the people attributed to the presence of the white men among them. However, through tact and good management and the providence of God hostilities were prevented, and by January the strained situation was greatly relieved. Mutual confidence sprang up between the natives and the teachers. Having heard, before going to the place, of the bad reputation of the people (which, however, it was found they did not deserve), and feeling that a people who knew nothing of schools would not endure for any length of time the restraints of a schoolroom, and the cost of building being very great (all lumber and material being sent from San Francisco, between 3,000 and 4,000 miles), the schoolhouse was built, to commence with, on a small scale (a room that would hold about 50 pupils), and it was thought that if 50 pupils could be obtained among such a people, under such circumstances, it would be a very great success. But to the astonishment of the teachers themselves and to the astonishment of the friends of education that are interested in these Arctic schools, it was found that the total enrollment for the first year was 304 pupils out of a population of 539 people. The average daily attendance for the last seven months of the school was 146 and the average daily attendance for the whole session of nine months was 105. As the schoolroom would hold only about 50 at a time, the teachers were compelled to divide the pupils into three classes and hold morning, afternoon, and evening sessions of school. And then, to prevent the children who belonged to the afternoon or evening school from smuggling themselves into the morning session, or the morning children from remaining to the afternoon or evening session, it was found necessary to build two parallel snow walls some distance from the schoolroom door, and when the bell stopped ringing for school the teachers ranged themselves on either side, in order to sift the children that were trying to get into the schoolroom. It was with great difficulty that the pupils were made to understand that it was not proper to talk and laugh and jump over the benches in the schoolroom during school as much as they pleased; nor could they understand why 30 or 40 visitors could not lounge about the room which was needed for those who desired to study; so that upon several occasions it became necessary to exclude certain parties from the schoolroom, but this exclusion of a few days was all that was necessary. It was considered a great punishment not to be able to come to school. During the epidemic a number



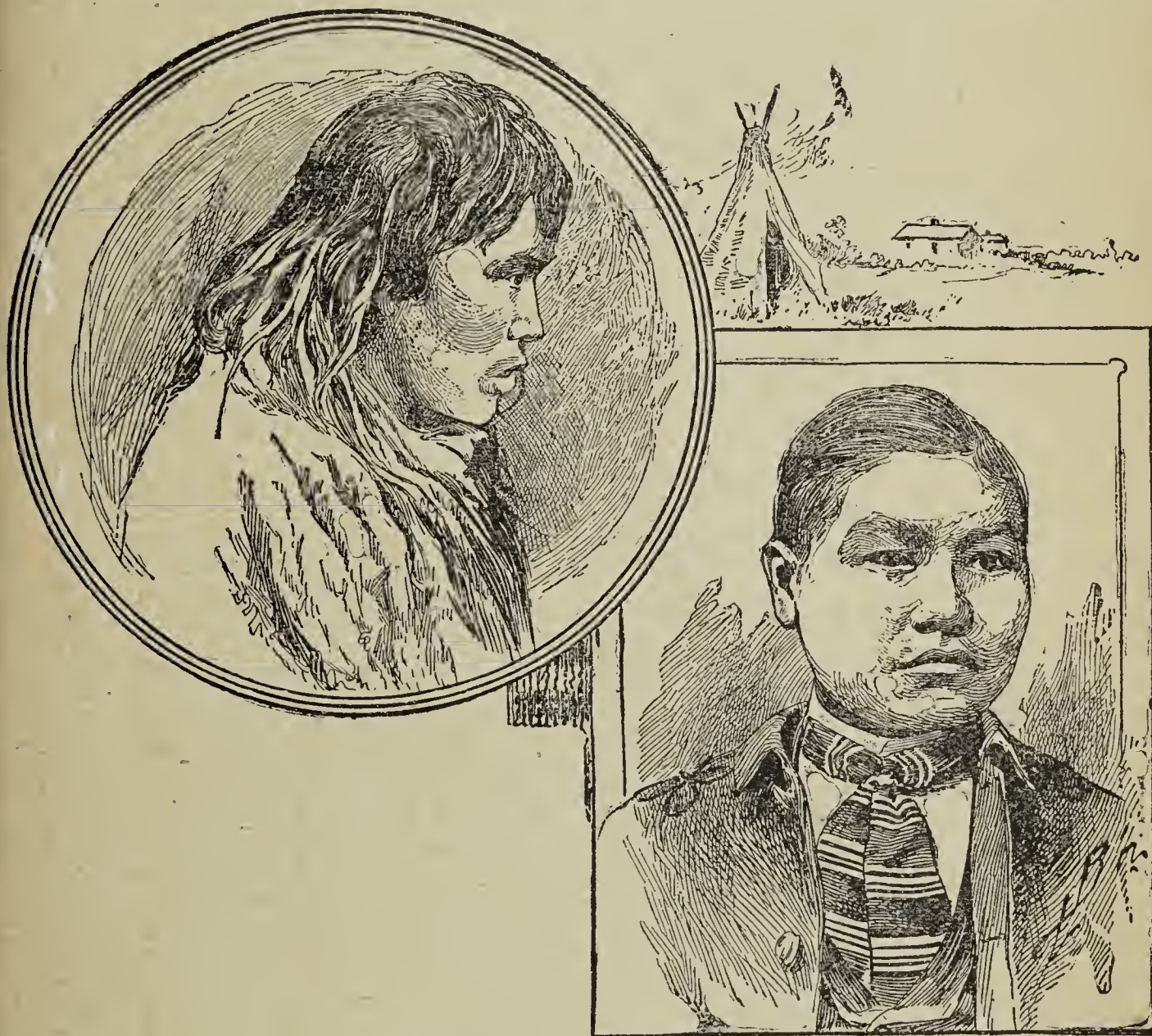
W. T. Lopp.

H. R. Thornton.

TEACHERS IN WINTER CLOTHING.

of slates of the children that they had been allowed to take home at night were returned by order of the medicine men, who ascribed that much of the sickness was due to the slates and the pictures which the children made upon them—they were “bad medicine.”

The teachers began their school work by learning the Eskimo names of the most important objects in daily use and training their pupils in the English equivalents. From words they proceeded to phrases and from phrases to sentences, teaching them to translate from Eskimo into English and *vice versa*. They gradually added English letters and numbers, together with some elementary geography and arithmetic. Although they had had a combined experience of thirteen years in the schoolroom in the States, the teachers declare that they never had more quick-witted, intelligent pupils than these wild Eskimo children. At the beginning of the school year only a few could count ten in a blundering fashion, and nine-tenths of the pupils knew practically no English whatever. At the close of the first school year they had a good working vocabulary, knew something of geography and map-drawing



Eskimo boy in a savage state.

David Skuvinka, Eskimo boy, at school.

understood thoroughly the decimal basis of our numbers, could count up to one thousand, work examples in simple addition, write and read simple English words, and carry on a conversation in English on everyday practical matters. The pupils showed a remarkable desire to learn for learning's sake.

Anvik Christ Church Mission, Protestant Episcopal; Rev. O. Parker and Rev. John W. Chapman, teachers; enrollment, 6 boarding and 38 day pupils; population Athabaskan. The summer of 1890 was spent by the teachers in clearing the ground necessary for the establishment of their school and residence buildings and in erecting a small building, 15 feet square, to serve for the school. Upon the opening of school they found that they had built too small. It was, however, a great improvement upon the accommodations of the previous year. The school opened in the new building on the 1st of October, and the success was very gratifying, the attendance being nearly double that of the previous year. The teachers report some very encouraging instances of Indians at a distance bringing their children to get the advantages of the school. On the 22d of January a trip was made to several villages on

Chagelook Slough, for the purpose of interesting the people in the school. They only succeeded, however, in reaching the first village, the roads beyond that point being impassable. During the winter season the four walls of a house, 26 by 23 feet in size, were raised. The new house will serve for a dwelling, and the present residence will be turned into a schoolhouse, utilizing the present small schoolhouse for a carpenter shop for the boys.

Kosoriffsky Holy Cross Mission, Roman Catholic; Rev. P. Tosi, teacher, assisted by two sisters of the Order of St. Ann; enrollment, 83; population Eskimo. They report the attendance of 53 boarding and 30 day pupils. This is the largest and best equipped Roman Catholic school in the Territory.

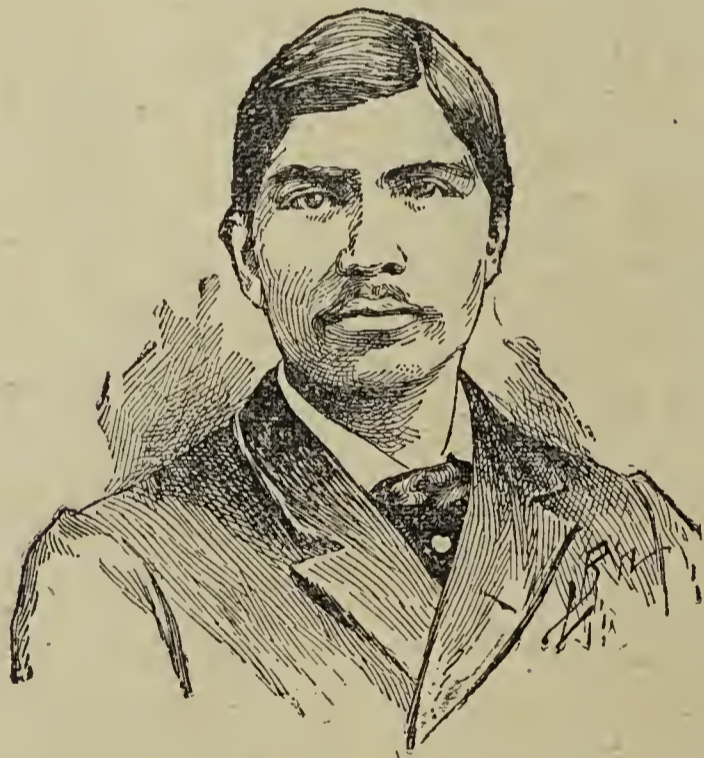
Nulato, Roman Catholic; population Indian. No report.

Bethel, Moravian; Rev. J. H. Kilbuck in charge, with four assistants; enrollment, 31; population Eskimo. Owing to the lack of a sufficient food supply, they were unable to keep the school in operation more than three terms (or 150 days) out of the school year. The schoolroom has been mainly in charge of Rev. E. L. Weber. The



Moravia Mission at Bethel, Alaska.

[From Christian Herald.]



Rev. J. H. Kilbuck, Bethel, Alaska.

[From Christian Herald.]

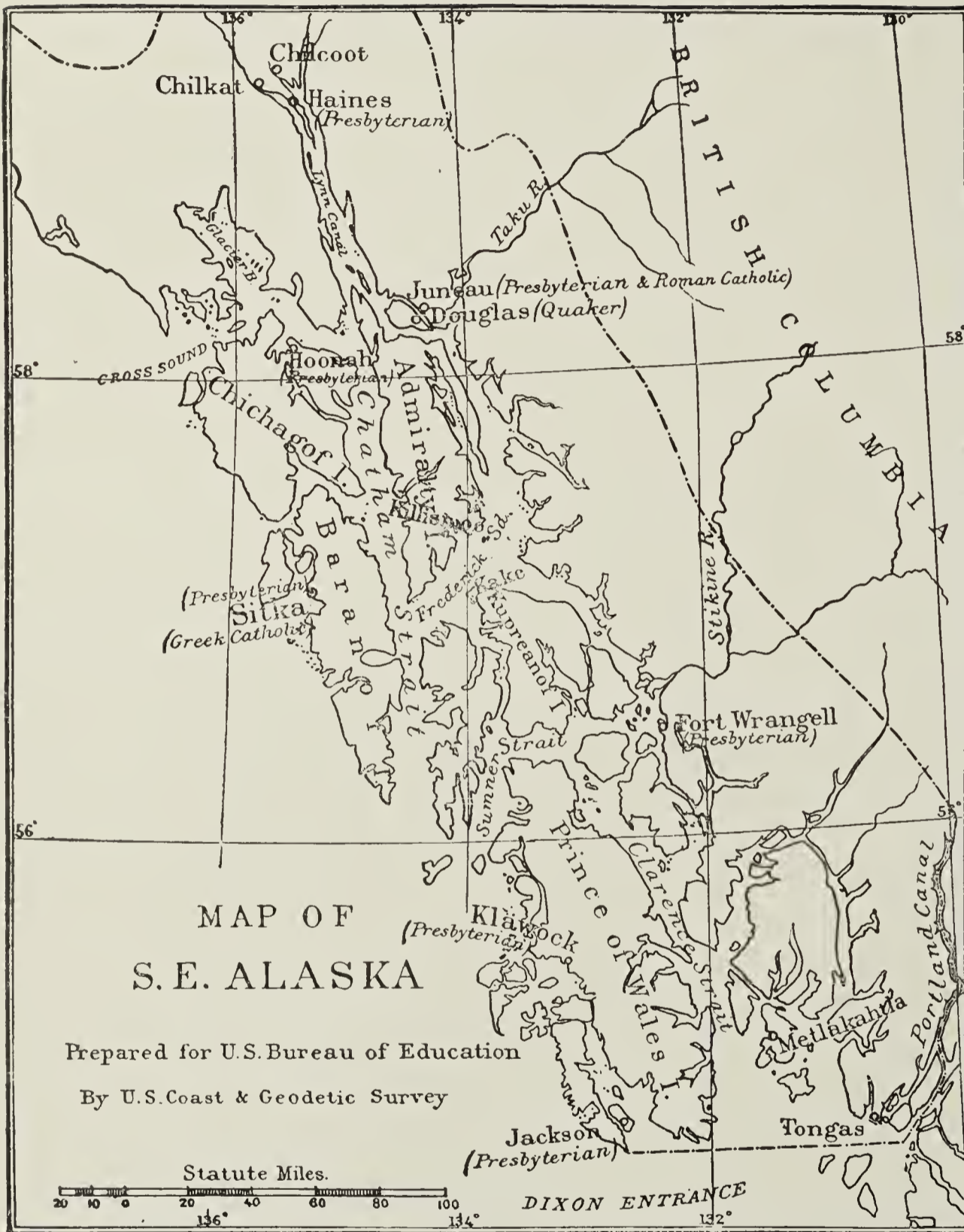
pupils made decided progress in the usual branches taught in schools with the exception of speaking English. Owing to the fact that English is not heard in the community outside of the school and mission, it is very difficult to secure its speaking by the pupils. In addition to the ordinary school studies taken, instruction was given in descriptive and physical geography and in physiology and hygiene. Three of the boys were given music lessons. Out of school hours the boys in connection with the home are busy in providing fuel and water, also in hunting for food. Thus they are kept in touch with the methods necessary for them to employ to support themselves when they leave school. Two of the promising boys were sent East and found places in the Indian school at Carlisle, Pa. This being the oldest school among the Eskimo of western Alaska, it has made corresponding progress and secured a great influence among the people.

Carmel, Moravian, in charge of Rev. F. E. Wolf, with three assistants; enrollment, 18; population, Eskimo: The teacher reports that they have received much opposition from the Greek priest; that there were from 15 to 18 children whose parents ex-



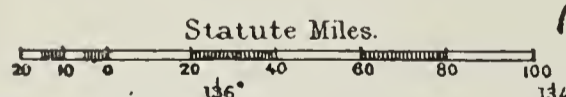
MRS. KILBUCK, TEACHER AT BETHEL, WITH HER DAUGHTER KATIE.





MAP OF
S. E. ALASKA

Prepared for U.S. Bureau of Education
By U.S. Coast & Geodetic Survey



DIXON ENTRANCE

pressed a desire to have them attend the school, but were afraid of the priest, who had forbidden them; that some of those who did send children were persecuted for it. A protest was sent by the teachers, indorsed by the officers of the Moravian Missionary Society, asking the interference of the Bureau of Education. At the request of the U. S. Commissioner of Education, the honorable Secretary of the Treasury issued instructions for the captain of the U. S. revenue-cutter *Bear* to visit the place and inquire into the matter; but circumstances beyond control prevented this being done.

Unalaska (Jessie Lee Memorial Home), Methodist Episcopal, John Tuck, in charge, with one assistant; attendance, 16 boarders and 31 day scholars; population, Aleuts and Creoles: A great deal of interest has been manifested in the school by the community, the grown-up daughters of the Russian-Greek priest being among the pupils. There was also less interference with the regular attendance of school on account of the church holidays than is usual in communities under the influence of the Russian-Greek Church. The progress of the pupils is all that could be desired. Indeed, Prof. Tuck, who is a teacher of many years experience in New England, reports that he never saw better progress made in any school. Capt. M. A. Healy, commander of the United States revenue-cutter *Bear*, has taken a great interest in the school because of its successful management, and very kindly gave free passage to 6 orphan girls that were sent from St. Paul Island to Unalaska to attend school. Prof. Tuck still labors under the very great disadvantage of insufficient room for the school.

KADIAK DISTRICT.

PUBLIC SCHOOLS.

Kadiak, William E. Roscoe, teacher; enrollment, 80; population, Russian Creoles: The teacher reports a very successful year. The children who came with any degree of regularity made excellent progress. Some trouble, as usual, was experienced from the opposition of the priest of the Greek Church, and the taking away of the children for almost daily services of the church during certain months of the year.

Afognak, John Duff, teacher; enrollment, 39; population, Russian Creoles and Eskimo: School was opened on the 3d of October, a number of children coming in from neighboring villages to enjoy its advantages. During the year a comfortable school building and teacher's residence were erected. The teacher reports that, while the people are quiet and inoffensive, yet a hundred years of misrule has broken their spirit and left them without hope or courage to better their condition; that intemperance is very rife among them, and that many of the pupils of the school, during the winter, were on the verge of starvation because their parents had wasted nearly all their living on intoxicating liquors. On visiting his pupils at their homes, he often found both parents dead drunk and the hungry children shivering with cold. Until some efficient means can be employed to prevent the introduction of liquors among them, the school work will be carried on under very great disadvantages.

Karluk, Nicholas Faordorf, teacher; enrollment, 33; population, Eskimo: A comfortable teacher's residence and school building have been erected at this place. The chief industry is canning salmon, which gives employment to children as well as adults, so that during the run of the salmon in summer school is suspended. It is an important center for a school, and it is hoped that much can be accomplished in the future. Among the children are a large number of orphans that ought to be placed in an orphans' home, where they can be properly fed and clothed as well as taught. It is hoped that this end will be accomplished when the women of the American Baptist Home Missionary Society establish their proposed home on Wood Island.

SITKA DISTRICT.

Juneau, No. 1, Rhoda A. Lee, teacher; enrollment, 33; population, Americans: The children have made very gratifying progress during the year. They work under the grave disadvantage of being cramped in their schoolroom. Through the growth of the community a much larger school building is needed. It is also important that a small sum be allowed for draining and fixing up the school grounds.

Juneau, No. 2, Mrs. Seth Tozer, teacher; enrollment, 51; population, Thlingets: The native children that reside with their parents have been very irregular in their attendance. The tendency for the parents to take the whole family with them when they go off fishing, hunting, or in search of work greatly interferes with the progress of the children in their school work. Some 25 of the children, however, are occupants of the Presbyterian Home conducted by Rev. Eugene S. Willard and three assistants. These children, attending school every day and having special training out of school hours, made very commendable progress. The difference in the progress between these children from the Home and the children from the native village is so great

that it emphasizes the need of more Homes, to secure the very best results from school work. During the year a good bell has been furnished the school.

Douglas, No. 1, Mrs. W. S. Adams, teacher; enrollment, 23; population, Americans: This is the white school for the mining settlement on Douglas Island. Mrs. Adams was indefatigable in her efforts to interest and advance the pupils under her care.

Douglas, No. 2, Charles H. Edwards, teacher; enrollment, 68; population, Thlingets: The enthusiasm and skill of Mr. Edwards as a teacher has made his native school equal to any in the Territory.

Killisnoo, W. A. McDougall, teacher; enrollment, 68; population, Thlingets, with a very few Russian Creoles.

Sitka, No. 1, Cassia Patton, teacher; enrollment, 54; population, whites and Russian Creoles: This school, being attended by the children of the Government officials in Alaska, has scholars in more advanced studies than any other in the Territory. Miss Patton has proved herself a very efficient and successful teacher.

Sitka, No. 2, Mrs. Lena Vanderbilt, teacher; enrollment, 55; population, Thlingets: Owing to the want of coöperation on the part of the governor, who failed to use his influence with the native population to secure the attendance of their children at school, the results have been less satisfactory in this than in any other school. Instead of an enrollment of 55 it ought to be at least 200, and this could have been brought about if the proper influence had been exerted in the community.

Wrangel, Mrs. W. G. Thomas, teacher; enrollment, 93; population, Thlingets: This school has during the year past entered the second stage of its existence, the earlier pupils having largely grown up and gone off for work and left a second and younger set of children to come into the school. Mrs. Thomas, having been the first and only teacher of the school from the date of its organization as a Government school, has had the great satisfaction of seeing the fruit of her work.

Klawack, H. C. Wilson, teacher; enrollment, 50; population, Thlingets: During the year the schoolhouse has been repaired and made very comfortable.

Jackson, Mrs. Clara G. McLeod, teacher; enrollment, 100; population, Hydai: This school, like the one at Wrangel, having had but one teacher during its whole history, has made much progress.

CONTRACT SCHOOLS.

The Sitka Industrial Training School: This, largest of all the industrial schools in Alaska, was established in 1880 by the Board of Home Missions in the Presbyterian Church, United States of America, and has since become a Government contract school, although the entire plant, consisting of more than a dozen buildings, is owned exclusively by the board. The total number of pupils enrolled from the commencement of the school year was 99 boys and 60 girls, making a total of 159. The average attendance for the year was 140. The ages of pupils ranged from four to twenty-one years.

The buildings are admirably situated on an elevation back some 200 feet from high-water mark, with a gently rolling beach in front, and about centrally located between the village and Indian River. An abundant supply of pure water is brought in pipes a distance of three-fourths of a mile. The water is forced to a height of 80 feet into a large tank by means of a pump run by water power, and from this source all the buildings, including hospitals, are supplied.

The model cottages are eight in number, where the married couples from the school begin housekeeping in "Boston style," as the natives express it. Funds for the erection of some of the cottages were loaned (without interest) by the Indian Rights Association, and funds for the erection of others were contributed by individuals in full sympathy with a rational system of dealing with the Indian problem. The young people who occupy the cottages have a life lease of the ground, and are expected to pay for the building they occupy in annual installments. The average cost of a cottage is \$350. Of 9 couples married, some of whom were in school only four years, 8 are doing well, and are trustworthy, reliable citizens. Like all true homes, we expect these to be the centers of purity from which will radiate blessed influences that shall be far-reaching and lasting in their results. Here family life is established, and family ties are held sacred; here industry, frugality, perseverance, and thrift are developed; here old customs have no place—no Indian doctors, no witchcraft, no pot laches, no indemnity payments, no plural wives, no drinking, no gambling, no improvident want, no reckless living. In these model homes the young husbands have a chance to develop into manly, self-supporting men, and the young housewives have opportunity to develop into tidy, industrious, womanly women.

In the winter of 1887-'88 the Society of Alaskan Natural History and Ethnology was organized and incorporated. The purpose is to collect and preserve in connec-

tion with the Sitka Industrial and Training School specimen illustrations of the natural history and ethnology of Alaska.

Hospitals: There are two wards, capable of accommodating 12 patients each. During the summer the death rate was not high. The wards, however, were never vacant. The approach of a rainy winter brings colds, pneumonia, rheumatism, consumption, and epidemic diseases. Chronic troubles, sore eyes, scrofula, syphilitic taints, and tubercular disease are common among native parents and are visited upon the children. Patients receive the remedies, but owing to neglect of guidance they disregard the laws of health. It is a task to keep convalescents from exposure to drafts and violating sanitary regulations. The preparation of food, administering of medicine, care of the wardrobe, dressing of cuts, wounds, and sores, the watching and anxiety, are all exhausting to the nervous system, but when disease yields to treatment the school physician and nurses feel repaid for all their services.

Language: The children speedily acquire an English-speaking vocabulary when strictly prohibited from using their native dialects. For five years English has been the exclusive language of the school. Experience has removed all doubt as to its expediency. The use of their vernaculars (*Thlinget, Tsimpshean, Hydia*) seriously retards their progress and does them no essential benefit. No schoolbooks have ever been printed in any of their native dialects. Each distinct people has a dialect of its own, local in character, and in course of time the vernacular dialects of the tribes of southeastern Alaska will become obsolete and English will everywhere prevail. As a matter of preservation the Society of Alaskan Natural History and Ethnology has lately commenced to reduce the Thlinget language to writing, which we hope to accomplish through the instrumentality of Mrs. Paul and Miss Willard, two native teachers of the industrial school.

Culinary department: This department is a place of great interest to the pupils, both boys and girls, small and large. All want to come into the kitchen to work and to learn to cook. The boys wish to know how to cook good meals and bake good bread, pies, and cakes. They often ask if they can come into the kitchen to work, and this stirs up a spirit of emulation among the girls so that they beg to work in the kitchen; consequently, there is no lack of those who desire to work in these departments.

In the bakery the work is too heavy for the girls, and is done entirely by the boys. During the past year they have averaged 140 pounds of flour baked daily turning out from 90 to 100 loaves of delicious bread a day. When the girls serve in the kitchen they bake the pies and cakes, and the boys in their turn do the same, which is during the winter season, that being the hard period of work. Much attention has been given to the quality of food, and in the past few years it has been greatly improved. One great victory won in the battle of work in these departments is cleanliness. In this direction there has been a vast improvement made. It is a pleasure now to be with them and hear them say, "Oh, this must be very clean; I want it to be clean and nice." Viewing these departments, they have made rapid progress in the last year.

The kitchen is supplied with both hot and cold water. The greatest obstacle in the work of these departments is the annoyance of having green wood much of the time.

The sewing room has been enlarged and nicely papered. The light is admitted from the east, so that they get the benefit of the morning sun. This department is well equipped, and the amount of work done each week is surprising. The girls over 7 years of age knit their own stockings. In the sewing department they learn quickly and accomplish much. Sewing machines are in daily use, and the girls soon learn to use them. Almost every graduate has a machine of her own.

All the shoes are made by the boys, apprenticed under the direction of a master workman. Considerable custom work is also done.

Laundry: Mrs. Simpson, in charge of this department, says in her report: "Nearly all of the large boys that formerly had charge of the machinery have gone from the school, and two of the younger boys have charge of all the machinery, and are getting along nicely."

The steam laundry, with its labor-saving machinery, relieves the teachers and pupils of much hard drudging work incident to a school of this character where water and soap must be used in such copious quantities.

Carpentry department: All of the buildings on the mission premises, twenty or more, have been built by boys apprenticed to this trade, under the supervision of a competent foreman. Shopwork consists in the making of furniture, bookcases, clothespresses, screens, chests, curtain poles, picture frames, hand-sleds, bric-a-brac work, and undertaking. The outdoor work consists of joining, framing, contracting, and building. Sail-making and boat-building are among the useful industries of this department. Among our carpenter apprentices a number have shown special aptitude as artists and designers. The spirit of earnest industry is most praiseworthy, and the boys appreciate their opportunities.

Gardening: Mr. John Gamble, gardener and general worker, has three medium-sized plats of arable land. One garden, which has been cultivated for several years, produces lettuce, beets, peas, and onions in abundance. Of the other gardens, which are new, one is planted in potatoes and the other sown in turnips. Cereals, for lack of warmth and sunshine, do not ripen. Currants, rhubarb, raspberries, cauliflower, and celery are easily grown. Fruits, such as apples, plums, and pears, have not been fully tested, but it is believed that they could be grown with success.

Blacksmithing can hardly be classed among the trades by which a man can earn a living in Alaska, yet there is much work in this line, doing repairs about the mission, mending machinery, repairing stoves, making stovepipes, camp hooks, sharpening tools, and doing miscellaneous jobs for the citizens of the quaint little capital. Soldering and a little tin work are also done. The constant wear and tear in most of the work departments require much repairing, nearly all of which is done by the boys.

Painting: Two or three of the boys have received instruction in this useful branch of industry, and are kept busy painting, papering, glazing, and kalsomining.

Recreations and amusements: The home life of the school is particularly pleasant. Their games and plays are such as white children enjoy, consisting of games of marbles, baseball, townball, playing soldier, flying kites, sailing ships, target practice with bow and arrow, authors, checkers, dominoes, rope-jumping, hide-and-seek. Coasting and skating are indulged in by both sexes. Then there is an organ for the girls and another for the boys, and violins, guitars, fifes, bugles, and the irrepressible mouth organs are among the amusements and recreations of each day.

A rational system of discipline is easily and well maintained.

Those in charge aim to make the industrial training school just what its name implies. Manual occupations are in reach of the pupils as fast as they acquire sufficient knowledge of the English language to enable them to prosecute the learning of a trade with success. To accomplish anything permanent and of material benefit in the way of mastering trades, they must first acquire a fair, common school education, before which they are not prepared to serve an intelligent apprenticeship. After certain initiatory advancement has been made, industrial training is then made coequal with school-room work. While the boys are taught trades, the girls are taught all branches of household industry. Indeed, the appointments and work of the school are such as to familiarize them with American ways of living and to ingraft into their lives industrious habits.

Hoonah, Presbyterian, John W. McFarland, teacher; enrollment, 171 day pupils; population, Thlingets: Mr. McFarland was assisted in his work by Mr. Frederick Moore, a native Alaskan, who had been educated in Sitka and had also been three or four years in Mr. Moody's school for young men, at Mount Herman, Mass.

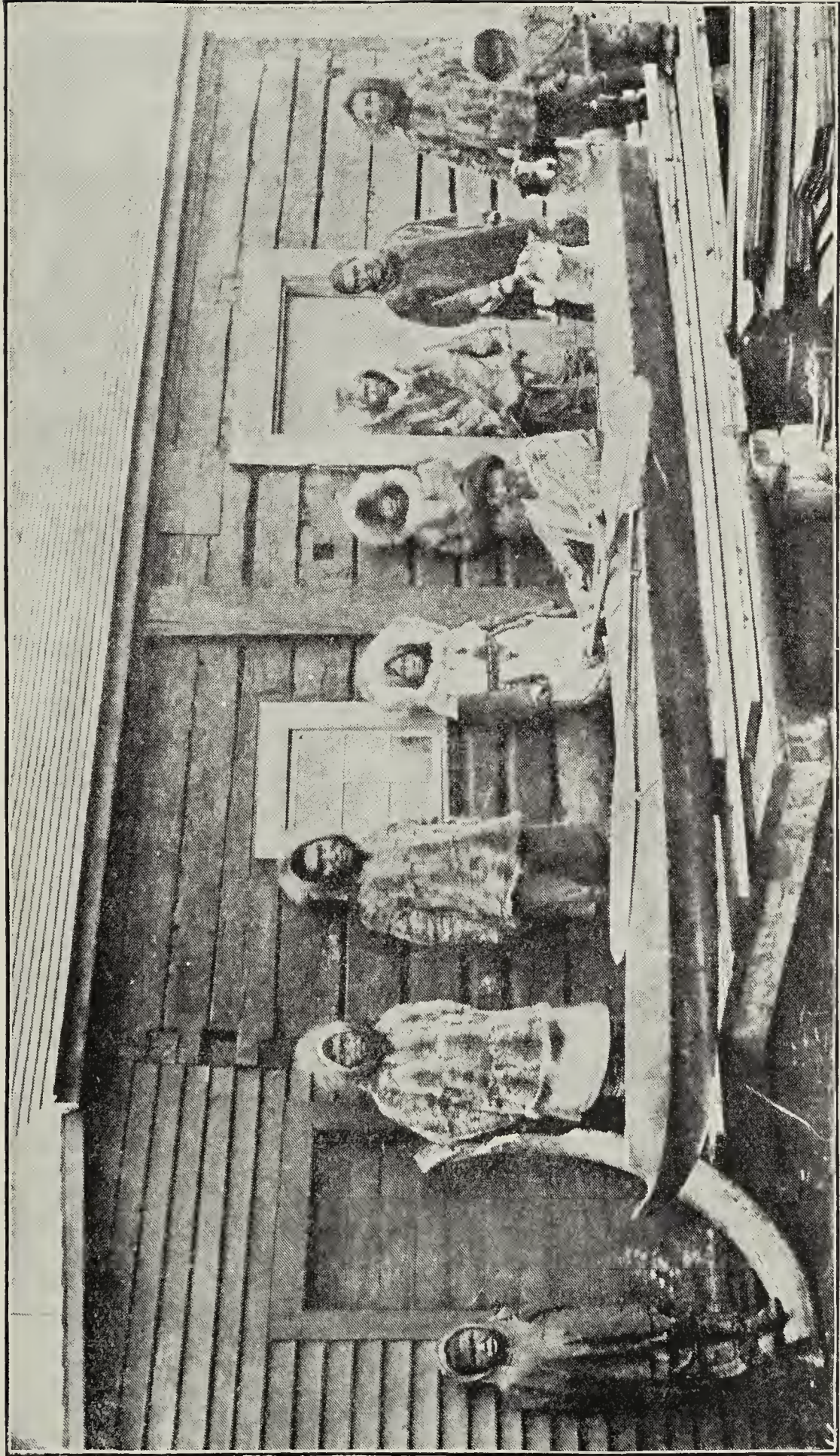
Metlakahlla, William Duncan in charge; enrollment, 172; population, Tsimpsean: The school this year has been placed in charge of Mr. and Mrs. James F. McKee, experienced teachers from Pennsylvania, assisted by some of the more advanced of the native pupils.

PRIVATE AND MISSION SCHOOLS.

Unalaklik, Swedish Evangelical Mission Union, Rev. Axel E. Karlson and Rev. August Anderson in charge; enrollment, 96; population, Eskimo: The station was strengthened during the past year by the arrival of Mr. David Johnson and Miss Hannah Swenson. The school opened on the 1st of October with an attendance of 36; by Christmas the enrollment had reached 96. A number of them came from distant villages, one family coming 300 miles across country from the Arctic region. During the long winter evenings the children were taught various kinds of industrial work, and a number of the boys as well as the girls took lessons in sewing. Invitations have been received by the teachers for the establishment of branch schools in distant villages.

Yakutat, Swedish Evangelical Mission Union, Rev. K. J. Hendrickson and Rev. Albin Johnson, teachers; enrollment, 14 boarding and 60 day pupils; population, Thlingets. During the year Mrs. Anna Karlson, Selma Peterson, and Agnes Wallin have been added to the mission force. Miss Wallin was from Jankaping, Sweden, and had made a journey of 9,000 miles to join Rev. Mr. Johnson, of the mission, to whom she was married upon her arrival at the mission, on the 18th of May. A large, substantial boarding-house, 35 by 14 feet in size, and two and a half stories high, has been erected. During the winter the church attendance at this station numbered 250.

Nuklukahyet, St. James Mission, Church of England; Rev. and Mrs. T. H. Cannan in charge; enrollment, 75; population, Indians: The school has been carried on regularly for two years, with an average attendance of from 25 to 30 in winter and a much larger number during the spring months. The school has been much crip-



GROUP OF NORTON SOUND NATIVES, ST. MICHAEL.

pled in its efficiency by the want of suitable school material, their supplies until recently having been received from London by ship to Hudson Bay, and then by dog sled, a six months' journey from Hudson Bay to the headwaters of the Yukon.

Seal Islands, St. Paul and St. George Islands, Simeon Milevedof, teacher at St. Paul, and A. L. Noyes, M. D., teacher at St. George; population, Aleuts: Each of these schools report an attendance of 20. They are conducted by the North American Commercial Company under contract with the Treasury Department. They have met with very great difficulty in instructing the children to speak and use the English language.

Juneau, Presbyterian, Rev. Eugene S. Willard in charge, with three assistants; enrollment, 25; population, Thlingits: The Willard Home during the past year has been caring for boys and girls who, rescued from heathenism, are being trained for lives of Christian usefulness. The only limit to the work is the size of the building, but arrangements are being provided for increased facilities. The work of Mr. and Mrs. Willard, Miss Matthews, and Miss Dunbar is one of unselfish devotion for the elevation of the Alaskans.

Juneau, Roman Catholic: A school is carried on under the auspices of the Sisters of St. Ann. No report.

Douglas City, the Friends, teachers, Mr. and Mrs. Silas R. Moon; enrollment, 51; population, Thlingits: A successful home for orphan children is carried on at this place under the auspices of the Kansas Yearly Society of Friends. No report has been received.

Jackson, Presbyterian: The Home for Girls, in charge of Mrs. A. R. McFarland, has proved a very helpful institution for that community. A new school and home building has been erected during the year, and the work is in a flourishing condition.

RUSSIAN-GREEK CHURCH SCHOOLS.

(Supported by the Imperial Government of Russia.)

St. Paul, Kadiak Island, Russian-Greek Church Parish School; attendance, 40; taught by the priest: A school session is held from 4 to 6 p. m., each day.

Ikogmute, Yukon River; attendance, 15: The school session lasts from 9 to 1 o'clock, and was maintained 150 days during the year.

Unalaska; enrollment, 46; population, Russian creoles; school year, 160 days: These schools have been largely for the teaching of the liturgy to the children of the Greek Church.

Sitka, Alaska; population, Thlingets: This school is one of the largest and best conducted of the Russian-Greek schools in the Territory. No report received.

RULES AND REGULATIONS.

In accordance with the rules and regulations for the conduct of schools and education in Alaska, approved by the Honorable Secretary of the Interior, creating the office of assistant general agent, Mr. William Hamilton, of Bethlehem, Pa., was appointed to the position.

It was also deemed advisable to secure the services of Governor Lyman E. Knapp and Judge John S. Bugbee, counselors of the Bureau of Education, in matters pertaining to education in Alaska, at a salary of \$200 each per annum.

STATISTICS.

TABLE 1.—Enrollment and monthly attendance, 1890-91.

Schools.	Number of days taught.	Number enrolled during year.	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		Mar.		Apr.		May.	
			Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
<i>Public.</i>																				
Sitka—																				
No. 1.....	187	54	45	29	50	40	50	38	46	34	47	29	48	38	45	32	36	25	36	24
No. 2.....	165	55	.....	.....	35	16	35	15	40	20	40	20	24	12	40	15	15	12	15	10
Juneau—																				
No. 1.....	195	33	24	17	22	16	23	15	17	14	16	12	18	14	20	17	18	16	21	17
No. 2.....	192	51	34	21	36	20	26	21	29	19	36	22	33	21	28	20	21	19	23	18
Douglas—																				
No. 1.....	192	23	20	17	20	16	19	16	20	15	20	15	20	17	20	18	19	16	21	16
No. 2.....	192	68	41	22	46	21	37	22	30	17	23	16	26	16	27	18	17	15	19	15
Killisnoo.....	192	68	46	15	47	17	45	22	40	29	29	19	25	15	37	18	52	21	40	17
Wrangel.....	192	93	40	26	46	27	51	33	69	36	21	17	26	22	26	22	22	18	21	19
Jackson.....	193	100	52	14	59	14	59	25	79	20	77	37	37	19	49	22	20	16	21	13
Klawack.....	150	50	52	14	22	6	15	7	.....	.....	.....	.....	23	15	28	13	22	8	26	11
Kadiak.....	197	80	47	22	55	35	55	38	56	33	53	25	53	32	53	34	56	29	53	28
Karluk.....	195	33	29	29	29	29	29	29	29	29	32	32	32	32	32	32	33	33	33	33
Afognak.....	193	37	23	15	28	23	25	21	27	23	28	24	30	25	27	22	24	20	23	18
<i>Contract.</i>																				
Sitka Indus- trial School	195	164	164	.....	164	.....	164	.....	164	.....	142	.....	142	.....	142	.....	143	.....	143	.....
Hoonah.....	98	173	.....	.....	.....	.....	86	33	115	51	122	38	123	38	90	15	.....	.....	.....	.....
Point Barrow	159	38	.....	.....	15	7	22	8	28	14	32	11	20	12	24	16	30	12	12	5
Anvik.....	100	44	.....	.....	18	12	35	21	37	21	38	15	26	15	24	11	21	10	.....	.....
Point Hope..	204	68	.....	.....	52	15	65	21	50	20	50	20	52	26	51	32	58	33	49	9
Bethel.....	114	30	25	19	26	23	27	24	25	23	23	19	18	15	.....	.....	.....	.....	.....	.....
Carmel.....	186	18	7	7	13	9	13	11	11	11	12	11	9	8	9	9	10	9	10	10
Kossriffsy..	273	51	49	.....	49	.....	49	.....	49	.....	50	.....	50	.....	50	.....	51	.....	51	.....
Nulato.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Unalaska....	195	43	28	25	33	29	35	32	36	33	39	30	39	36	37	31	38	27	34	27
Cape Prince of Wales...	179	304	47	19	119	35	222	103	183	79	200	169	237	181	211	163	196	123	211	143
Metlakahtla.	176	172	97	49	130	84	151	99	143	89	143	78	82	41	67	44	72	42	65	32

TABLE 2.—Number in sundry branches of study.

Schools.	Primary charts.	First and second readers.	Third and fourth readers.	Spelling.	English language lessons.	Geography.	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance hygiene.	United States history.	Writing.	Use of tools.	Sewing.
<i>Public day.</i>															
Sitka—															
No. 1.....	17	15	10	30	30	13	30				18	8	50		
No. 2.....	26	13	1	40			40		40		40		40		12
Juneau—															
No. 1.....	3	7	14	21	20	14	24				14	1	24		
No. 2.....	2	12	7	3	14	10	12		23		15	2	23		
Douglas—															
No. 1.....	21	10	8	13	9	8	16	9	16		7	9	16		
No. 2.....	27	5	14	17	45		45		34				45	7	8
Killisnoo.....	37	12	3	3	2	2	2	2	11				16		
Wrangel.....	11	53	8	69	14	14	69		69		15	8	69		
Jackson.....	24	26	21	45	24	3	39	4	39	1	1	3	39		
Klawack.....	18	32	2				45						45		
Kadiak.....	18	24	14	56	56	16	56		56		16		56	32	
Karluk.....	32			32	32		32		32				32		32
Afognak.....	3	16	11	30	30		12		30		30	4	30	20	
<i>Contract.</i>															
Anvik.....	31	6		24					24				24		
Point Hope.....	65				18								4		
Metlakahtla.....	35	98	18	151	50	50	116	50	116	116	18	151	10		
Bethel.....	12	15		27	27		27						27		7
Carmel.....	5	6	2		2	3	13		13		2	2	13		4
Hoonah.....	79	44		44		30	32						32		
Sitka.....															
Point Barrow.....	32			32			32								
Unalaska.....	7	32		39	39	22	32				39		39		
Kosoriffsky and Nulato.....															
Cape Prince of Wales.....		237		237	237	237	237						237		

TABLE NO. 3.—Highest enrollment, 1885-1891.

	Enrollment.					
	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.
<i>Public schools.</i>						
Afognak.....	(a)	35	24	55	38	37
Douglas City—						
No. 1.....	(a)	(a)	67	94	50	23
No. 2.....	(a)	(a)	(a)	(a)	92	68
Fort Wrangel.....	70	106	106	90	23	93
Haines.....	84	43	144	128	(a)	(a)
Jackson.....	87	123	110	105	87	100
Juneau—						
No. 1.....	90	236	25	36	31	33
No. 2.....	(a)	(a)	67	58	51	51
Kadiak.....	(a)	59	81	68	67	80
Karluk.....	(a)	(a)	(a)	(a)	(a)	33
Killisnoo.....	(a)	125	44	90	32	68
Klawack.....	(a)	184	81	75	68	50
Sitka—						
No. 1.....	43	60	60	67	58	54
No. 2.....	77	138	60	51	83	55
Unga.....	(a)	35	26	(a)	24	(a)
<i>Contract schools.</i>						
Sitka.....		100	186	170	164	164
Bethel.....		13	17	26	39	30
Carmel.....			21	20	31	18
Nulato.....						
Kosoriffsky.....					29	51
Anvik.....				30	35	44
Metlakahtla.....			170	166	179	171
Hoonah.....						171
Point Barrow.....						38
Cape Prince of Wales.....						304
Unalaska.....	45				30	47
Point Hope.....						64

a No school.

TABLE 4.—Amounts contributed by the churches and Government to the contract schools.

Contract schools.	Pupils, 1890-91.		Expended by Government.				Expended by societies. <i>b</i> 1890-91.	
	Board-ers.	Day.	1887-88.	1888-89.	1889-90.	1890-91.	Name.	Amount.
Anvik	6	38	\$500	\$1,000	\$1,000	\$1,000	Episcopal.....	\$661.81
Point Hope		64	(<i>a</i>)	(<i>a</i>)	1,000	2,000		
Metlakahla	7	164	(<i>a</i>)	2,500	3,000	3,000	Independent.....	5,000.00
Bethel	30		500	1,000	1,000	1,000	Moravian.....	5,475.84
Carmel	18		300	1,000	1,000	1,000		
Hoonah.....		171	(<i>a</i>)	(<i>a</i>)	(<i>a</i>)	200	Presbyterian	37,118.69
Sitka Industrial School	164		(<i>a</i>)	12,500	18,000	15,000		
Point Barrow.....		38	(<i>a</i>)	(<i>a</i>)	1,000	2,000	Methodist	1,953.53
Unalaska.....	16	31	(<i>a</i>)	(<i>a</i>)	1,200	2,000		
Nulato.....			(<i>a</i>)	(<i>a</i>)	1,500	3,000	Catholic	9,499.03
Kosoriffsky.....	51		(<i>a</i>)	(<i>a</i>)	1,500			
Cape Vancouver.....			(<i>a</i>)	(<i>a</i>)	(<i>a</i>)	(<i>a</i>)	Congregational ..	7,400.39
Cape Prince of Wales.....		304	(<i>a</i>)	(<i>a</i>)	1,000	2,000		
Unalaklik.....		47	(<i>a</i>)	(<i>a</i>)	(<i>a</i>)	(<i>a</i>)	Swedish-Evangelical.	7,325.00

a No school or no subsidy.

b Amounts expended by missionary associations, in addition to subsidies received from the Government.

PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, \$1,200; assistant agent of education for Alaska, William Hamilton, Pennsylvania, \$1,200; superintendent of schools for the southeastern district, James Sheakly, Pennsylvania, \$480.

ADVISORY BOARD.

Hon. Lyman E. Knapp, governor of Alaska, Vermont, \$200; Hon. John S. Bugbee, United States district judge, California, \$200.

LOCAL SCHOOL COMMITTEES (WITHOUT SALARY).

Sitka, Edward de Groff, N. K. Peckinpaugh, John G. Brady; Juneau, Karl Koehler, John G. Heid, Eugene S. Willard; Douglas, P. H. Fox, G. E. Shotter, S. R. Moon; Wrangle, W. G. Thomas, W. Millmore, Allan Mackay; Jackson, James W. Young, W. D. McLeod, G. Loomis Gould; Metlakahla, David J. Leask, Dr. W. Bluett, William Duncan; Kadiak, N. Kashavaroff; Unga, N. Guttridge, John Caton, Edward Cashel; Unalaska, N. B. Anthony.

Teachers of public schools.

Name.	State.	School.	Salary.
Mrs. W. S. Adams	Alaska	Douglas, No. 1.....	\$720
John Duff	Illinois	Afognak.....	1,000
C. H. Edwards.....	Kansas	Douglas, No. 2	900
N. Faodorff	California	Karluk	1,000
Miss Rhoda A. Lee	New York.....	Juneau, No. 1	900
W. A. McDougall.....	Alaska	Killisnoo	720
Mrs. C. G. McLeod.....	West Virginia.....	Jackson	900
Miss Cassia Patton.....	Pennsylvania.....	Sitka, No. 1.....	900
W. E. Roscoe	California	Kadiak	1,200
Mrs. W. G. Thomas.....	West Virginia.....	Wrangel.....	900
Mrs. Seth Tozer.....	New York.....	Juneau, No. 2.....	720
Jno. A. Tuck	Maine	Unalaska.....	1,000
H. C. Wilson	Ohio	Klawack.....	1,000
Mrs. L. Vanderbilt	Oregon	Sitka, No. 2	720

TEACHERS AND EMPLOYÉS IN CONTRACT SCHOOLS.

- Anvik (Episcopal).—Rev. John W. Chapman, Vermont; Rev. O. Parker, Oregon.
 Point Hope (Episcopal).—John B. Driggs, M. D., Delaware.
 Kosoriffsky (Roman Catholic).—Rev. Paschal Tosi, Sister Mary Stephen, Sister Mary Joseph, John Burke, John Nagro, Mrs. Emma Bandouin, Sister Mary Paulina.
 Cape Vancouver (Roman Catholic).—Rev. Joseph Treca, Rev. Paul Muset, Mr. John Rosati.
 Nulato (Roman Catholic).—Rev. Robaut, Rev. Ragaru.
 Bethel (Moravian).—Rev. John H. Kilbuck, Rev. Ernst L. Weber, Mrs. John H. Kilbuck, Mrs. E. L. Weber, Miss Lydia Lebus.
 Carmel (Moravian).—Rev. F. E. Wolff, Mrs. F. E. Wolff, Miss Mary Huber, Miss Emma Huber, Rev. J. A. Schoechert.
 Cape Prince of Wales (Congregational).—Mr. H. R. Thornton, of Virginia; Mr. W. T. Lopp, of Indiana.
 Point Barrow (Presbyterian).—Mr. Leander M. Stevenson, of Ohio.
 Sitka (Presbyterian).—W. A. Kelly, principal; Rev. E. A. Austin, chaplain; Miss Anna R. Kelsey, matron of girls' department; Mrs. E. A. Austin, matron of boys' department; Mrs. S. A. Saxman, assistant matron of boys' department; Mrs. M. C. De Vore, teacher of schoolroom No. 2; Mrs. Clarence Thwing, teacher of schoolroom No. 1; Miss Frances Willard (native) primary teacher; Miss Mate Brady, in charge of sewing department; Mrs. Maggie Simson, in charge of laundry department; Miss Kate A. Rankin, in charge of cooking department; Mrs. Josie Overend, in charge of girls' hospital; Mrs. Tillie Paul (native), in charge of boys' hospital; Miss Georgie Guest, in charge of teachers' cooking department; Mr. J. A. Shields, carpentry department; Mr. A. T. Simson, boot and shoe department; Mr. Ernest Struven, cooper department; Mr. John Gamble, general work; Dr. Clarence Thwing, physician; William Wells (native) interpreter.
 Unalaska (Methodist).—Mr. John A. Tuck, Mrs. John A. Tuck, and Miss Lydia F. Richardson.
 Metlakahtla: Mr. William Duncan, Mr. James F. McKee, Mrs. James F. McKee.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

- Unalalaklik (Swedish Evangelical): Rev. Axel E. Karlson, Augustus Anderson, David Johnson, Miss Hannah Swenson.
 Yakutat (Swedish Evangelical): Rev. Albert Johnson, Rev. K. J. Henriksen, Miss Anna Carlson, Selma Peterson, Agnes Wallin.
 Hoonah (Presbyterian): Rev. John W. McFarland, Mrs. M. D. McFarland, Fred-eric L. Moore (native).
 Juneau (Presbyterian): Rev. Eugene S. Willard, Mrs. E. S. Willard, Miss Elizabeth Matthews, Miss Margaret Dunbar, Rev. S. H. King, Mrs. S. H. King.
 Juneau (Roman Catholic): Rev. John Althoff, Sister Mary Zeno, Sister Mary Peter, Sister Mary Bousecouer.
 Jackson (Presbyterian): Mrs. A. R. McFarland, Miss C. A. Baker, Rev. J. Loomis Gould, Mrs. J. L. Gould.
 Douglas (Friends): Mr. S. R. Moon, Mrs. S. R. Moon, Mr. E. W. Weesner, Mrs. E. W. Weesner, Mr. C. H. Edwards.
 St. Paul Island (North American Commercial Company): Simeon Milevedoff.
 St. George Island (North American Commercial Company): A. L. Noyes, M. D.
 Nuklukahyet Yukon River (Church of England): Rev. and Mrs. T. H. Canham.
 Buxton, Yukon River (Church of England): Rev. J. W. Ellington.
 Rampart House, Yukon River (Church of England): Rev. C. G. Wallis.

SCHOOL BUILDING.

During the year a small cheap schoolhouse was erected at the Kake village on Kupreanof Island.

EDUCATION OF ALASKAN CHILDREN IN THE EAST.

The Alaskans at eastern schools are distributed as follows: Edward Marsden (Tsimpsean), Marietta College, Ohio; William S. Fredericks (American) and George Fredericks (American), Middleburg, Vt.; Frederick Harris¹ (Thlinget), Henry Philips (Thlinget), David Skuvink (Eskimo), and George Nocoohluk (Eskimo), Indian School, Carlisle, Pa.; Shawan Sheshdaäk (Thlinget), Educational Home, Philadelphia, Pa.; Mattie Salamatoff (Aleut), Normal, San Jose, Cal.; Olga Hilton

¹Frederick Harris died at Carlisle, June 10, 1890.

(Russian), Young Ladies' Seminary, Northfield, Mass.; Florence Wells (Thlinget), Young Ladies' Seminary, Northfield, Mass.; Flora Campbell (Thlinget), Young Ladies Seminary, Northfield, Mass.; Blanche Lewis (Thlinget), Young Ladies' Seminary, Northfield, Mass.

Of Henry Philips, Capt. R. H. Pratt, of the Carlisle School, writes:

"I have had Henry Philips for nearly a year in a machine shop in the town of Carlisle, where he has made most wonderful progress in his knowledge of machinery. He is bound up in it, far more interested in it than he was in the printing rooms. There is very little about an engine that he cannot now attend to. Moreover, he has become a very strong, sensible boy. His brain power has developed wonderfully, and he is, I believe, a sincere Christian, and leads the students in that feature of our school work. Now, I have not talked with him on the subject of your letter. The opportunity for him to go into this work came through his Sunday School teacher, who is the head of one of our firms in the town of Carlisle. It came naturally, and its worth has been fully established. I believe that Henry may go back to Alaska, able to go into any of their great mining machinery departments, or he may find profitable employment in the country at large.

SUPERVISION.

In accordance with your directions, I left Washington on the 19th of May, reaching Port Townsend on the 25th. Immediately going on board the U. S. S. *Bear*, I was assigned quarters in the captain's cabin. From May 24 to 29 I was very busy securing barter goods for the purchase of reindeer and supplies for the schools at Cape Prince of Wales and Point Barrow. At Port Townsend, Mr. J. P. Russell and party, of the U. S. Bureau of Ethnology, were received on board for transportation to the base of Mount St. Elias.

At 4 a. m. on the 30th of May anchor was weighed and we left for the north. On the 4th of June we caught our first glimpse of Mount St. Elias, one hundred and forty miles away. We coasted all day along the Fair-weather range of mountains, covered with snow and large glaciers. We also passed a number of sealing vessels. At 11.45 p. m. dropped anchor on the south side of Fort Mulgrave, and were soon after visited by Mr. Henrickson, one of the Swedish missionaries at that place. On June 5, immediately after breakfast, I went ashore and inspected the school and mission-station. The teachers in charge were Rev. K. J. Henrickson and Rev. and Mrs. Albin Johnson. I found the missionaries living in a small one and a half story house (20 by 30 feet) of four rooms on the ground floor. Into this house they had taken eight boys and six girls as lodgers. During the past winter they reported 250 people in attendance at church and 60 children at school. They have erected and inclosed a complete and substantial frame building (35 by 45 feet), two and a half stories high. The schoolroom is so far finished as to be occupied. With very great labor they have cleared two or three acres of land and planted them with potatoes and turnips.

Commencing with July 1, 1891, this will be made one of the contract schools of the Government. From the mission we went through the native village; then, taking a boat, we crossed the bay in a driving rain and visited the old village, returning to the ship for lunch. In the afternoon I again went ashore, when the school children were called together and examined by myself. In the neighborhood of Yakatat are coal measures, and along the beach a black sand bearing gold. On the 6th of June we weighed anchor at 2:40 a. m. and at 9:25 a. m. dropped anchor off Guyot Glacier, Icy Bay. At 9 for a short time Mount St. Elias emerged from the clouds and stood revealed before us from base to top in all its majesty. It was a sight never to be forgotten. The whole distance from Yakatat to Icy Bay we skirted the base of Mount St. Elias and the gigantic glaciers that occupy the coast line. Upon dropping anchor Lieut. Jarvis was sent ashore to see if a landing could be made through the surf in safety. He reported favorably; preparations were at once made to land the exploring party and their supplies. At 10 o'clock Lieut. Jarvis led the way, in charge of the second cutter, with a load of supplies. Fifteen minutes later he was followed by the third cutter, in charge of Lieut. L. L. Robinson, with James Haisler, cockswain, W. J. Wright, H. Smith, T. F. Anderson, and A. Nelson, seamen, and W. C. Moore, of Prof. Russell's party. This boat capsized just before entering the breakers and all the occupants were drowned except seaman Wright. At 10:30 the first cutter of Lieut. Broadbent was sent in, but before reaching the breakers, seeing the fate of the other boat, was recalled to the ship.

The balance of the day was spent in uncertainty as to the fate of the crew in the wrecked boat. First, Lieut. McConnel was sent in shore as close as the breakers would allow, but was unable to secure information. The next morning Lieuts. McConnel and Broadbent were sent to the edge of the breakers to endeavor to open communication with Lieut. Jarvis on shore. They then returned, reporting the loss. Lieut. Jarvis was then signaled to bury the body of seaman Anderson, and, when he

could safely do so, embark and return aboard with the body of Lieut. Robinson, the only bodies that were recovered at the date of sailing. At slack water, high tide, Lieut. Jarvis and men returned to the ship, bringing with them the body of Lieut. Robinson. Several boat loads of supplies were then safely landed, until the third cutter, breaking its oarlock, capsized at the landing, and the cutter that was still outside the surf was recalled to the ship. Lieut. McConnell and crew of the overturned cutter stayed on shore all night. At 2.15 a. m., June 8, Lieut. McConnell signaled that it was safe to land the balance of Prof. Russell's party and the supplies, which was done. At 4.25 a. m. anchor was weighed and we sailed for Sitka, 285 knots away, reaching there at 5.12 p. m.

At 11 o'clock on June 10 the body of Lieut. Robinson was buried in the military and naval cemetery. While at Sitka I inspected the two Government schools, and also the industrial training school. While there Mr. William Wells, John Matthew, and William Hoonah, native boys trained in the industrial school, were enlisted on the *Bear* in the place of the drowned crew. On the 14th anchor was weighed at 3 a. m., and the ship started for the Shumagin Islands.

At 4:30 in the morning, June 18, the captain called me to the deck to see the scenery. We were abreast of Cape St. John, Alaska Peninsula. To the south were Castle Rock and Big and Little Koninshi islands. To the southwest was Nagai Island. In front was Andronick Island; and between Andronick and Nagai islands the Seven Haystack Rocks stood as sentinels across the West Nagai Straits. To the northwest were Korovoin and Bouldyr islands, while over and beyond them was the main peninsula, with its snow-covered mountains glistening in the morning sun. In the lower ravines of the mountains lay great banks of fog. Hour after hour I sat watching with unabated interest the ever-changing panorama. On the right a school of whales was playing. Then a sea otter tantalizingly lifted its head out from its watery home to see what strange monster was passing by.

About 8 o'clock we passed into Gorman Straits, between Korovoin and Andronick islands, heading for Pirate Cove on Popoff Island. On Korovoin is a small settlement of two large families. They have four or five houses and a small Greek church. The patriarch of the settlement is a Russian, who claims to be 105 years old. Passing to the north of High Island, we were abreast of Pirate Cove. Steam was shut off, the propeller stopped with a jar, and the ship lay off and on, while a boat was sent ashore in charge of Lieut. Jarvis. A small, high, narrow nook of land extending out into the sea forms a small but beautiful land-locked bay, just such a sheltered and hidden retreat as might be chosen by pirates, from which to make a sudden raid upon some passing vessel. According to tradition, this was once the stronghold of a piratical and warlike people, who subsisted by raiding neighboring settlements, from whom they exacted tribute in skins, furs, and fish. They usually made their piratical raids in their large skin boats. They were bold and brave and became the terror of the Shumagin Islands. For many years the neighboring settlements groaned under their oppressive rule, until it became so heavy and unendurable that a secret combination of warriors was formed at Korovoin to make a desperate effort for liberty. Under cover of a dark and stormy Alaskan night they made an attack on Pirate Cove. Taken unawares, the people fell before the avenging hands of those they had so greatly wronged, and the hate of years was wiped out in the complete massacre of the population, not a man, woman, or child being left alive. The place is now utilized by the McCollam Fishing and Trading Company for a cod-fishing station.

Landing on the wharf, we had to pick our way across, through, and over a large heap of fish that were waiting to be cleaned, while on the beach near by a large flock of noisy sea gulls awaited breakfast from the refuse thrown away in cleaning the fish. In a neighboring storehouse forty thousand codfish were awaiting transportation to market. On the beach was the machinery of the wrecked steamer *Premier*. On a grassy, flowery hillside back of the building were the lone graves of thirteen sailors that were drowned a few years before in the wreck of a schooner. Of the crew of sixteen but three escaped. Gathering large bouquets of beautiful wild flowers, we returned to the ship and were soon under way for Unga.

Turning south, we skirted the east side of Popoff Island, rounded Popoff Head, and made direct for the mouth of Unga Harbor, where we dropped anchor at noon. I went ashore and inspected the schoolhouse and supplies. About 3 o'clock p. m. anchor was again weighed and we went to Sand Point, dropping anchor in Humboldt Harbor, where I again went ashore. At 2:25 a. m. anchor was again weighed and we left Humboldt Harbor for Unalaska. At 4:20 we were rounding the Sea Lion Rocks off the extreme southern end of Unga Island. At 9 o'clock we passed a small settlement of Aleuts on Wosnesensky Island, which lay to the southwest of our course. Passing to the north of Ukolsnoy Island a "woolly" swept down from Pavloff Bay that sent the spray in sheets across our deck. Directly ahead was Pavloff volcano,

¹ A sudden gale of wind that sweeps down high mountains on the seacoast.

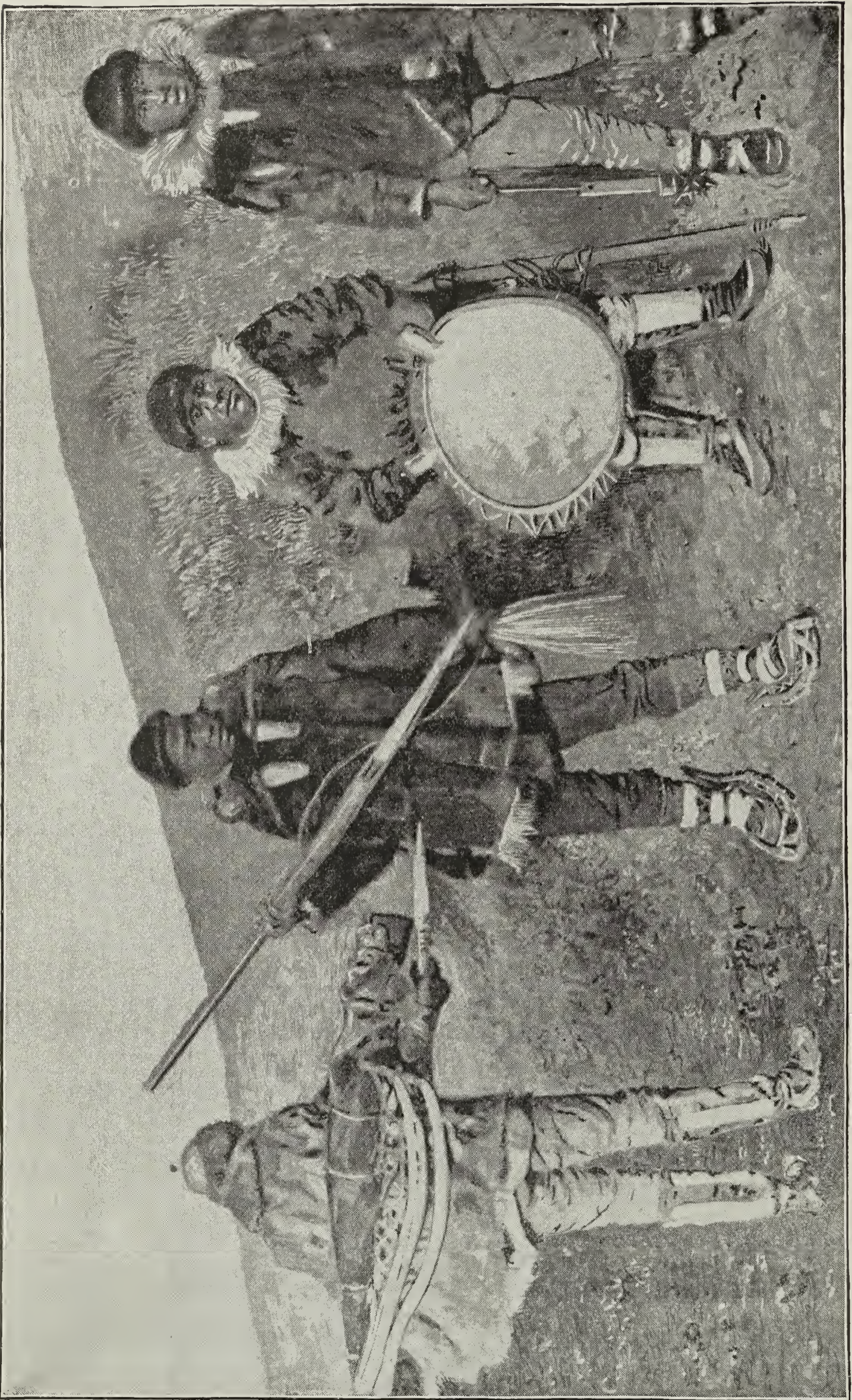
covered with snow from base to summit. From the crater lazily arose puffs of smoke and steam which flew off before the wind. Rounding Cape Baum, we passed, on Dolgay Island, the village of Nicclopiski, of three or four houses, and the omnipresent Greek church. Passing west of Goloy Island and on between the inner and outer Iliask Islands, we were abreast of Belkofsky, a noted sea-otter hunting village. This is said to be one of the windiest settlements in Alaska. Situated on a bluff at the base of a high mountain, the "woollies" sweep over it with such violence that at times a tub set outside of the door is in danger of being blown out to sea. The village has, next to Sitka, the best Greek church building in the Territory. Upon one occasion the captain of the revenue cutter, learning that one of the citizens was making "quass" (native beer) contrary to law, sent a force on shore to seize and destroy the liquor. The owner became so furious at the loss of his liquor that he called upon the men to take everything he had, saying that without his liquor life was not worth living, and when they left him he was smashing his windows, throwing his crockery out of doors, and breaking up his furniture generally.

To the north of us a few miles was Bailey Harbor, where, during November, 1886, in the steam schooner *Leo*, I safely rode out a winter's gale. Passing between Cape Tonkey and Deer Island, in the distance loomed up Unca, a small rock upon which one fall were placed two natives to spend the winter in search of sea otters. When taken off the following spring, they were nearly dead from starvation, a storm having carried away a large portion of their provisions. At 7 o'clock in the evening, Sheshaldin volcano arose up before us, a snow-covered cone, 8,755 feet high. Passing between Cape Pankoff and the Sannak group of islands and rocks, we were again in the waters of the North Pacific Ocean. On the morning of the 20th, coming early upon deck, I found we had, during the night, passed between Ougomok Island and Scotch Cape, on Ounimak Island, and were in Bering Sea. At 7:30 a. m. we were in the midst of a large school of whales. Fourteen were counted playing at one time around the ship. They were so near that it seemed as if the ship must strike some of them. Myriads of birds darkened the surface of the water. Along the north shore of Akoutan Island the honeycombed rocks of lava formed many beautiful arches and caves, while, a short distance inland, lay open before us the crater of an extinct volcano. Rounding Priests' Rock, we were soon in Captain's Bay and smooth water. Passing Ulakhta Bay, we were opposite Dutch Harbor, where the North American Commercial Company are making extensive improvements. A few miles further, and at 2:55 p. m., we were at the wharf of the Alaska Commercial Company at Unalaska, receiving the cordial greetings of friends.

U. S. S. *Rush*, Capt. Coulson commanding, and the Alaska Commercial Company's schooner *Matthew Turner*, Capt. Hay, were in port, and, about an hour afterwards, the steamer *South Coast* arrived with a load of miners and mining material for the mines of Golovine Bay. On Wednesday, June 24, there was a heavy shock of earthquake. The week was spent mainly on shore, looking after school matters. On the 26th a drunken mother took a child out of the boarding department of the school, but upon the following day the United States deputy marshal secured the girl and returned her to the school. On the 29th the U. S. S. *Corwin*, Capt. Hooper commanding, arrived with newspapers as late as June 17, from San Francisco.

At 2 o'clock p. m. on the 30th of June anchor was weighed and we started for our long Arctic cruise, our first stop being off the village on St. George Island, at 9:45 p. m. on July 1. The school kept under the auspices of the North American Commercial Company report an average attendance of twenty pupils. The surf being too bad for landing, at 3:15 a. m. on July 2, we started for St. Paul Island, reaching there at 9 o'clock. The forenoon was spent in visiting the village and looking after school matters. The attendance for the preceding year had ranged from 42 to 50. Between the landing and the village there is a large wooden cross which marks the spot where the first religious service was held on the island, by the Russo-Greek Church. Returning to the ship we got under way at 2:45 p. m. and for the next day steamed through the rain and fog. On the morning of the 4th of July as we were just finishing breakfast we were startled by the cry, "Land all around." Rushing to the deck we found that in the fog and through an easterly set of the current, at the rate of $1\frac{1}{10}$ miles an hour, we had drifted to the westward of our course 45 miles in forty-one hours and were in danger of running on shore at the southeast cape of St. Lawrence Island. A few minutes more of fog would have shipwrecked us. As customary upon such holidays the sailors were given by the officers an extra dinner in honor of the day. At 6:30 a. m. July 5 we passed King Island, five miles distant, and at 11:10 a. m. came to anchor in the midst of the whaling fleet at Port Clarence.

There were at anchor around us 11 whaling steamers and 9 sailing vessels. Soon after dropping anchor Messrs. Thornton and Lopp, the two teachers landed at Cape Prince of Wales, came on board. It was a great relief to see them looking well and to learn that they had had a very prosperous winter. They were disappointed, however, in finding that no ladies had been sent up to reinforce their mission. Soon



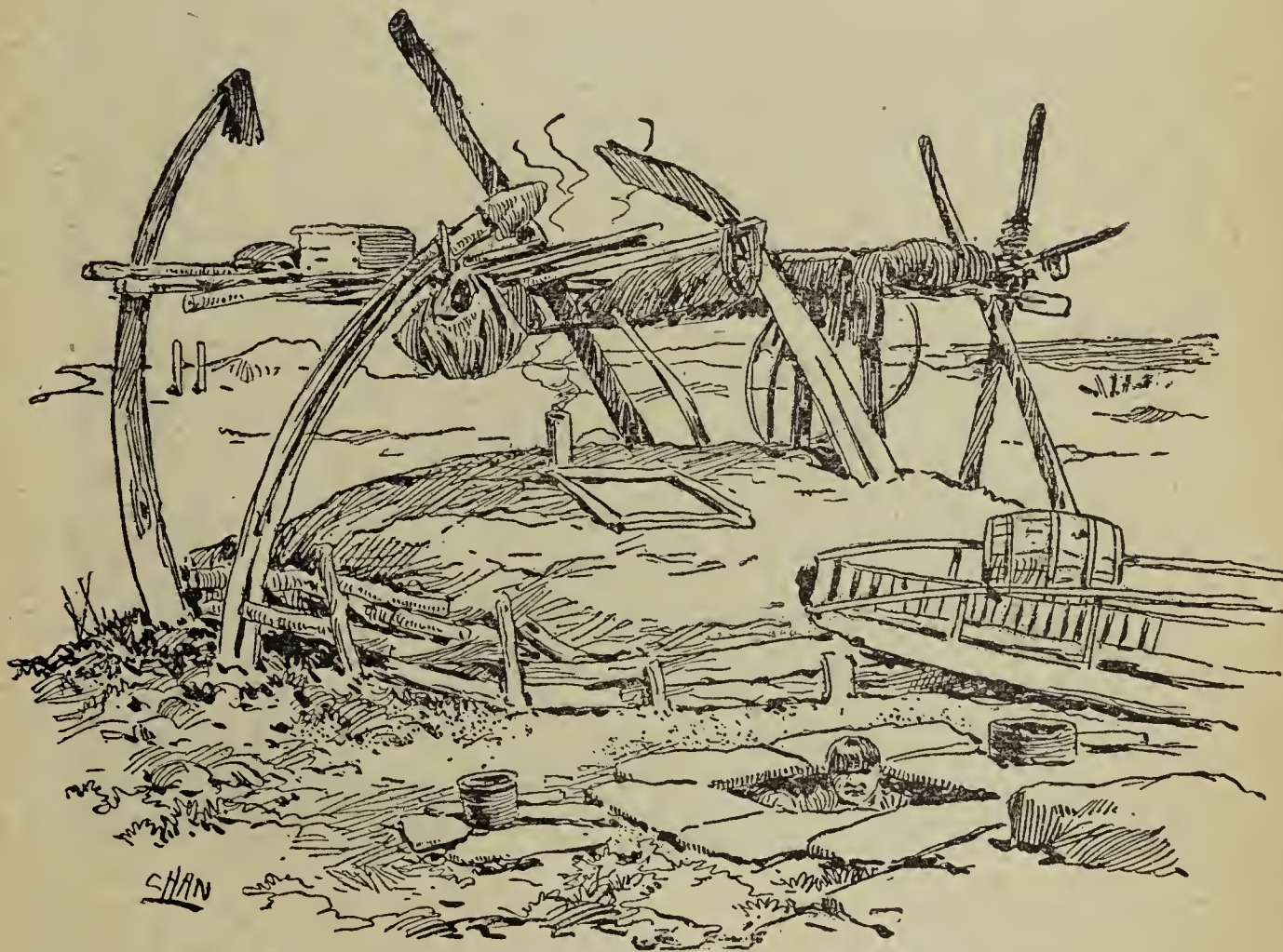
CAPE PRINCE OF WALES, ALASKA.

1. ESKIMO HUNTER WITH HEAD SHAVED. RIFLE, ETC., ON HIS BACK.
2. HUNTER IN ATTITUDE OF SPEARING WALRUS.
3. "MAGIC-MAKER" WITH DRUM.
4. NATIVE WITH SPIKED INSTRUMENT TO SECURE GAME.

after landing the captains of the various whalers came on board for their mail and the day passed very rapidly. In the evening Capt. Healy and myself went off to the brig *Abram Barker* to see Mr. J. B. Vincent, third mate, with regard to procuring domestic reindeer. I had hoped to be able to employ Mr. Vincent, but found that he could not be relieved from his present engagement until the ship returned to San Francisco in the fall. On July 6 Mr. Vincent came aboard the cutter and spent the whole forenoon in discussing with me plans for procuring reindeer. In the afternoon I went ashore and visited the large number of natives that were camped on the beach.

On the 7th anchor was weighed and the ship started for Cape Prince of Wales, having on board 170 natives with their eight umniaks in tow behind. During the day the natives on board gave an exhibition of some of their dances. At 5 p. m. we anchored off the cape, and the natives were immediately set to work with their umniaks, taking on shore $18\frac{1}{2}$ tons of coal and the supply of provisions for the mission, which was completed by 9 o'clock that evening. The supplies, with the exception of the coal, were then carried by the natives from the beach to the mission house, which kept them at work until about 2 o'clock in the morning.

On the forenoon of the 8th my time was spent on shore, inspecting the mission and the village, and at 1 o'clock that afternoon the whole village was invited off to the



An Eskimo underground house. Point Hope, Alaska.

ship. Messrs. Thornton and Lopp called the school children to the cutter and gave an exhibition of what their schools could do in arithmetic, language, and singing, after which there was a race of 12 umniaks from the beach to the ship and return, the winner to receive as a prize three pails full of ship biscuit, the second best, two, and the third, one. After this the people were assembled on deck, the officers of the ship being in full uniform, and Capt. Healy gave them a talk with regard to temperance, school matters, etc., ending with appointing ten policemen whose duty it should be to assist the teachers in preserving order and looking after school attendance. The chief of the police was Er-a-hē-na and his assistant, Kitmeesuk. The others were Tiongmok, Ootiktok, Teredloona, Kalawhak, Weahona, Wēakīseok, Kartayak, and Maana. The first chief, for his year's wages, was to receive three sacks of flour, the second two, and the others one each. Capt. Healy presented each of them with a uniform cap. Three rounds of blank shells were then fired from the 20-pound howitzer, to impress the natives with the power of the ship. When the shell struck the water miles away and threw a large column of water high in the air, many were the exclamations of astonishment.

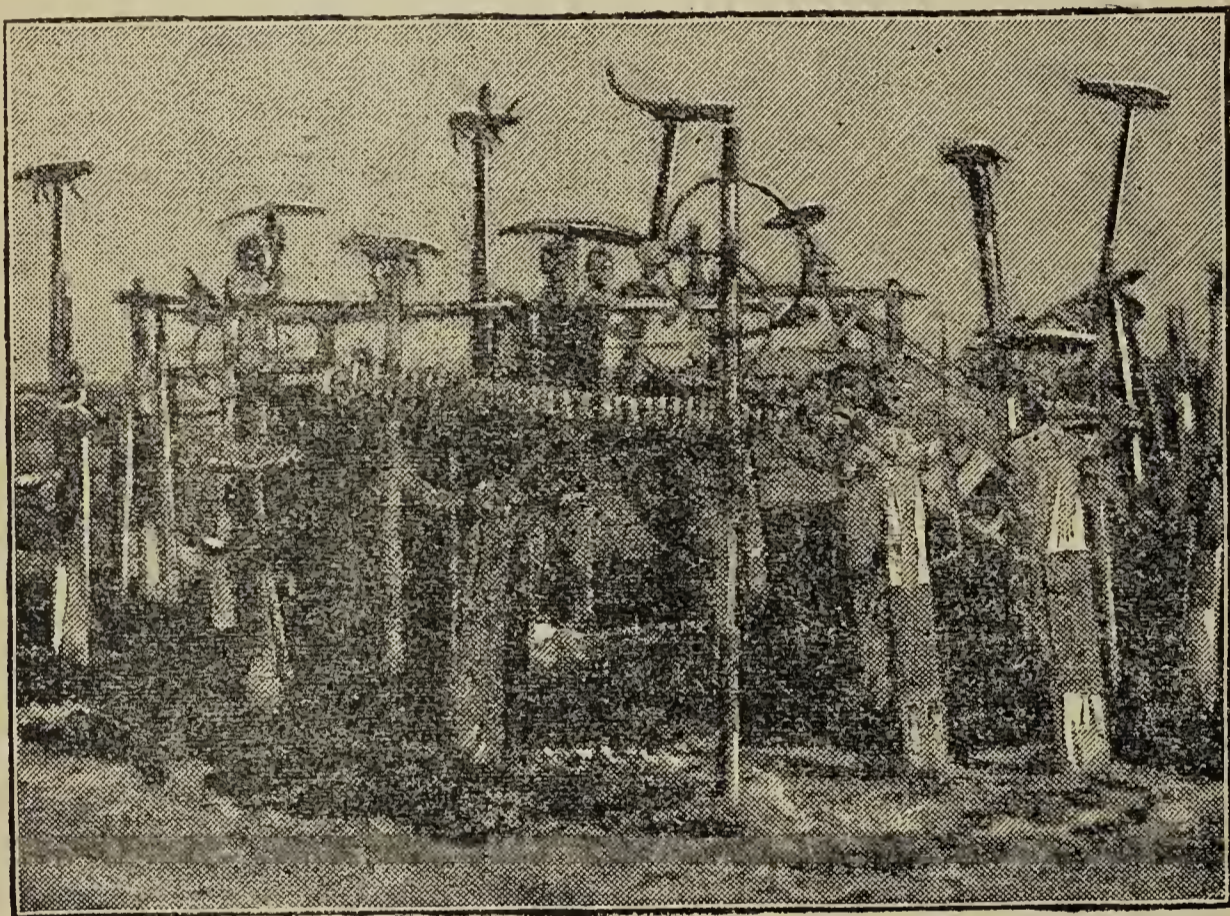
From July 8 to July 26 the time was spent mostly upon the coast of Siberia, in prosecuting further inquiries with regard to domestic reindeer, of which an account will be given later on in this report.

Upon going on deck on the morning of July 26, I found that we had just passed through Bering Strait and were in the Arctic Ocean. To the south of us the strait lay like a panorama, Cape Prince of Wales its eastern boundary, East Cape its western, and the two Diomedede Islands in the center, all being plainly visible. To the right of us, looking back, loomed up on the horizon the snow-covered mountains of Asia, to the left of us those of America. The ocean was as smooth as a mill-pond. Late in the evening two umniak loads of natives came off to the ship. The day had been a charming one of quiet and sunshine.

On the morning of the 27th we anchored off Cape Blossom at Kotzebue Sound, and soon after 300 natives were on the decks of the vessel, and a keen barter was had between the furs of the natives and the flour, powder, caps, muslin, and tobacco of the ship.

At 11:45 a. m. on the 28th anchor was weighed and the ship started for Cape Thompson, 75 miles distant.

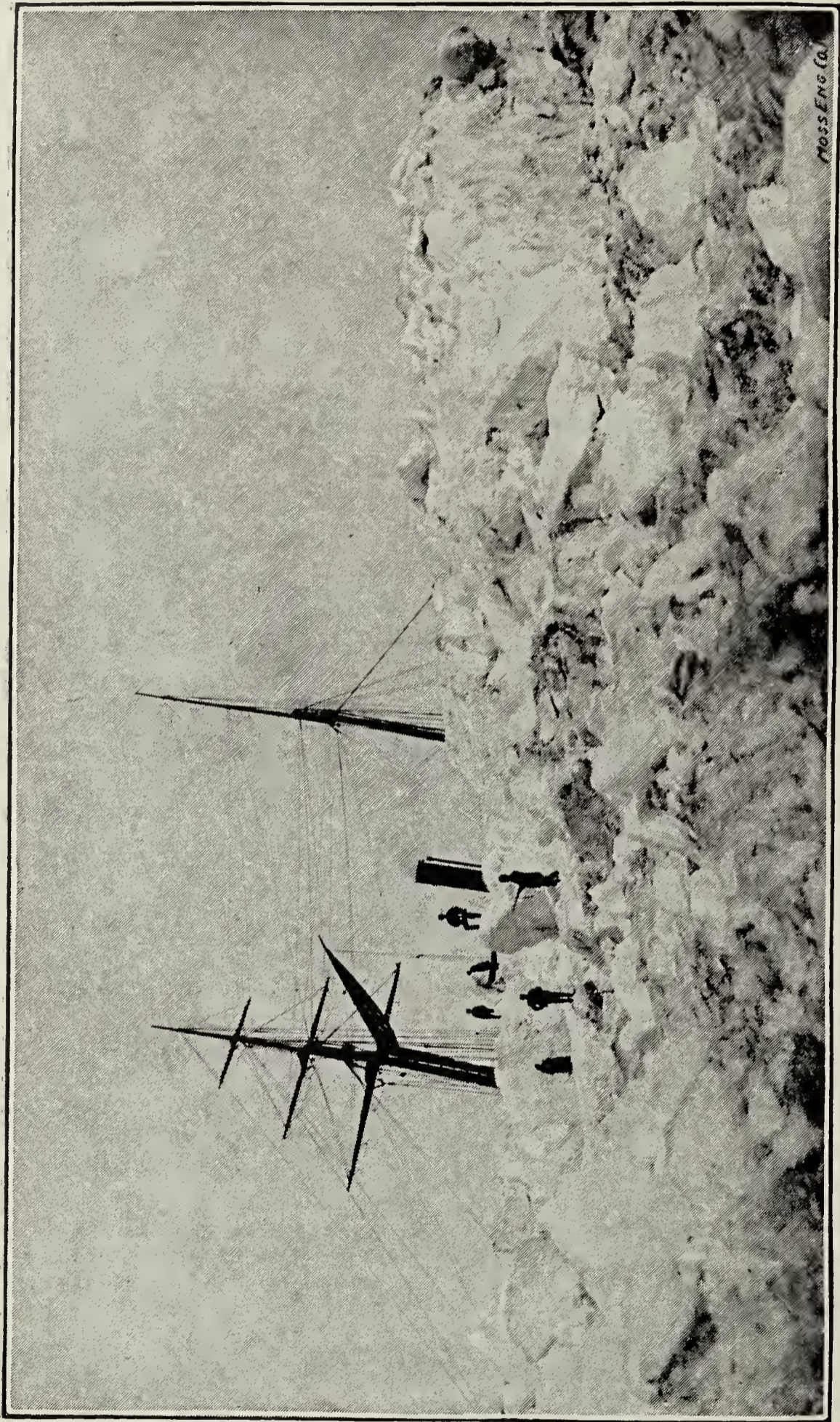
At 5:35 a. m. on the 29th we dropped anchor abreast of Cape Thompson, and the ship's boats were at once lowered to water ship. Cape Thompson is one of the great bird rookeries of the Arctic. The early morning calls and cries of the myriad birds on the face of the cliffs sound on the deck of the ship, half a mile away, like the escape of steam from a railroad engine at the depot. Some of the officers went on



Eskimo monuments to the dead. [From Christian Herald.]

shore hunting. At 5 in the afternoon anchor was hove and the ship got under way for Point Hope, where we anchored abreast of the schoolhouse at 9:15 p. m. As late as was the hour, several umniaks full of natives came on board to request the captain to take off their hands a sailor who the previous season deserted from one of the whaling ships and during the winter had frozen his feet so badly that they had mortified and would need to be amputated. The ship's physician was sent off to see the man with the frozen feet. Early the following day the physician returned to the ship, bringing the sick man with him. After breakfast I went on shore to inspect the school. Dr. Driggs, the teacher, reported that all the children of the village between the ages of 5 and 21, with the exception of three married girls, had been in school during the past winter; that the best attendance was on the stormiest days, as then the children would not be required to go out upon the ice to fish. The village has a present population of 161. These are only about one-half of those who belong there, the others being scattered through the country for a living, the food supply having been very scant at the village. The coldest weather experienced during the previous winter at the village, where the climate is moderated by the ocean, is 31° below zero. Back from the village a few miles inland the cold was much more severe. The longest time during which the sun did not appear above the horizon was twenty-four days. During the spring Polar white bear prowled around the schoolhouse. In May the teacher had a battle with a large bear in front





REVENUE STEAMER IN THE ARCTIC ICE.

of his house. During the afternoon, in company with the teacher, I visited the native village.

On the 31st of July the captain received on board a deserter by the name of William Brown, who the previous winter, through exposure, had frozen his feet and hands, necessitating the amputation of his left leg at the ankle and three fingers of his left hand. He was covered with vermin and greatly reduced in strength by starvation and neglect. Stephen Cushi, a miner, crippled with rheumatism, was also taken on board for treatment and taken out of the country. At noon on the 1st of August we weighed anchor and started for the coal mines, 42 miles distant, and at 7:15 came to anchor off the north side of Cape Lisbon. At midnight the captain and some of the officers went ashore, and in a very short time returned with 50 to 60 ptarmagin. We met much floating ice.

At 3 p. m. on the 3d of August the ship got under way for the coal mines at Cape Sabine. Picking our way through large masses of heavy drifting ice, we reached the cape and dropped anchor at 7 o'clock. We were surrounded with ice during the 4th and 5th, when, the ice becoming too heavy, the ship got under way at 4:40 a. m. on the 5th, standing northwest towards the ice pack. At 6 p. m., in the midst of large fields of broken ice, we came upon hundreds of walrus. A boat was lowered and the captain and surgeon went after them and soon came back with four large ones, which were hoisted on board. During the 6th the ship stood off and on along the edge of the ice pack, spearing several whalers during the day. Upon the 8th the ship returned to the shore, anchoring off the Thetis coal mine at 3:25 p. m. On the morning of August 9 three deserters from the whaler *Rosario* were discovered on the beach, brought on board, and placed in irons. At 10:15 a. m. anchor was weighed and the ship sailed northward, pushing its way through the heavy floating ice. At 5:40 p. m. on the 10th the ship was stopped a short time to see some natives off Wainwright Inlet. On the 11th the vessel anchored at midnight off Point Belcher. In the early morning Mr. L. M. Stevenson, the teacher from Point Barrow, who had come down the coast 70 miles across the ice, came on board. In the afternoon Mr. Frank Gotch, of the Refuge Station, arrived. The same day Samuel Benny, a deserter from the whaler *Rosario*, was brought before Capt. Healy, accused of having stolen from the natives. The charge having been substantiated, and the man being a disreputable and desperate character, he was detained on board the vessel. Mr. Stevenson, the teacher, mentioned that during the spring, when the natives were out upon the ice floe after walrus, one of the school girls, who was driving a team of dogs with a load of whalebone from the edge of the ice to the village, being taken sick upon the way, her father wanted to leave her upon the ice to die, as was the custom with the natives under similar circumstances, but that her school companions resisted him, and, taking off their own fur coats, made a warm bed for her on top of the sled load of whalebone, and thus brought her safely into the village—one of the incidental fruits of the little schooling that they had had.

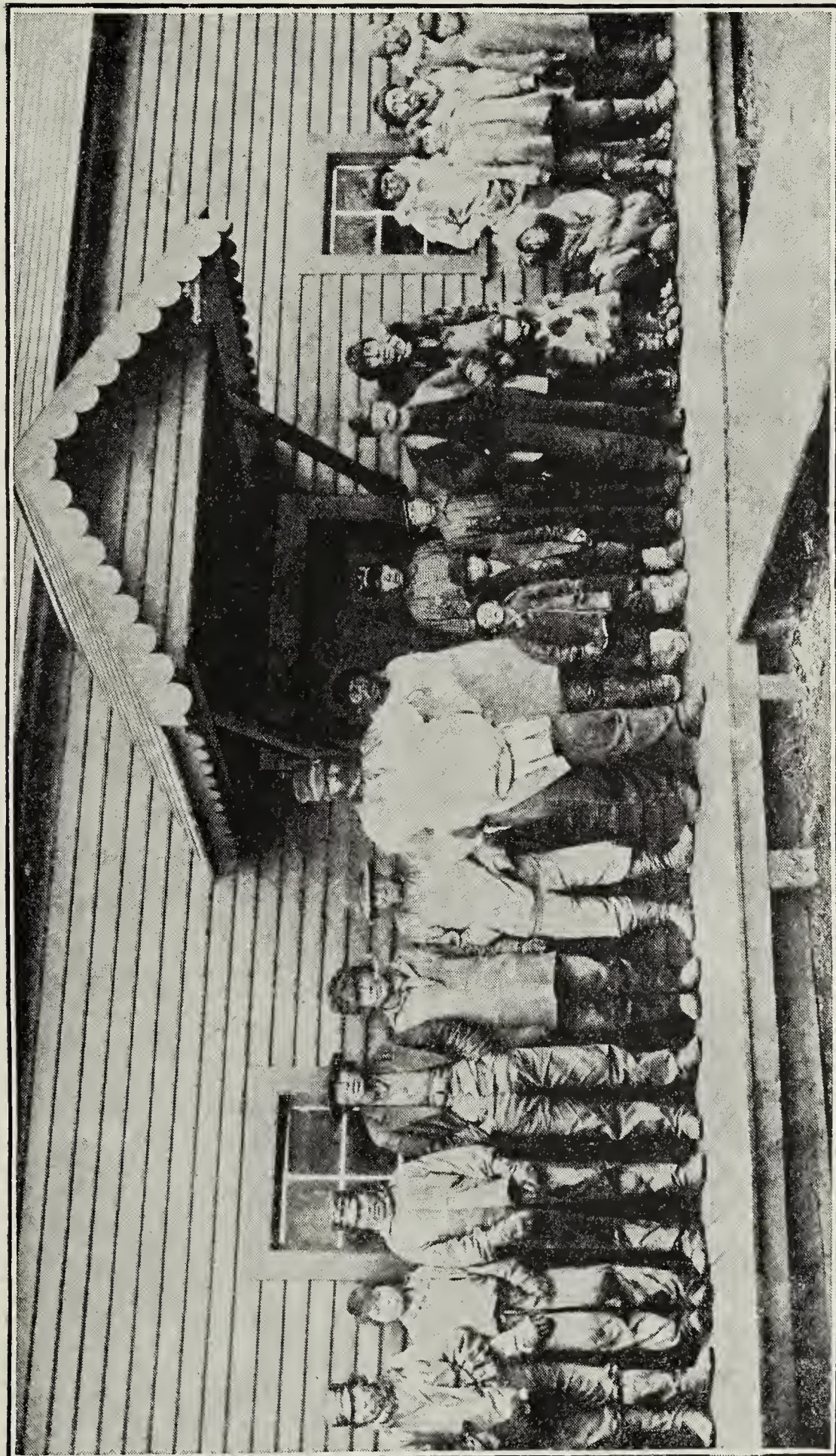
From August 12 to 23 we lay at anchor against the great southern edge of the Arctic ice pack, watching for the chance to get farther north, hoping a gale would spring up from the east that would open a channel for the ship, but it did not come, and we were unable to reach Point Barrow. On the 14th two natives, Mary and Charlie, who had previously been employed as interpreters, were received on board, to be returned to their friends at St. Michael. The school supplies intended for Point Barrow were landed at Point Belcher. On the 16th Lieut. Jarvis and Dr. Call and Engineer Falkenstein were sent on an exploring expedition to examine a sound and harbor which had been reported to the captain. They were found, however, to be too shallow to be of any service. On the 17th Capt. Healy, learning that a strange iron steamer had gone north that morning, concluded to follow her up, and for that purpose boldly pushed forward into the ice field. After proceeding north some 10 miles or more in the fog, fearing that he would miss the vessel, he steamed clear of the ice and anchored at 3:30 p. m. Toward evening, the fog lifting, the steamer was seen working her way out of the ice from the north. At 7:35 p. m. the *Bear* weighed anchor and steamed out to meet the unknown vessel, which was found to be a small Japanese iron steamer, the *Tsuri Marie*, of Tokio, that had been chartered at Yokohama by a Mr. Carroll, of Carrollton, Md., who was on a bridal trip around the world, and, with a yachting party, had come into the Arctic hunting walrus and Polar bear. Ignorant of their danger, they had driven their steamer into the ice, thinking they could force a way up to Point Barrow. The two steamers came to anchor at 9:55 p. m., and Mr. and Mrs. Carroll and party came over to the *Bear* to call.

August 23: Fresh ice was now forming every day upon the ocean. The ridging of the ship was covered with ice, and daily there were fresh flurries of sleet and hail. All hope of reaching Point Barrow being abandoned, at 9:15 a. m. anchor was weighed and the ship turned southward, slowly forcing its way through great masses of broken ice. At 3:40 p. m. the fog was so dense that it was thought best to drop anchor for the night. On the 24th the ship was still at anchor at Wainwright Inlet in the

midst of heavy snow squalls. At 7 in the morning anchor was weighed and another start made through large fields of broken ice. At 11 p. m. schooner *John McCullough*, that had on board material for the school and mission house at Point Barrow, was sighted. As it would be impossible for it to reach there this season, I went aboard and gave the captain permission to land his material at Cape Prince of Wales. On the morning of the 25th we were off Corwin Coal Mine, where the captain took in a supply of fresh water. At 6.20 p. m. we were again under way going south, and on the 17th, in the midst of a dense fog, made the coast of Siberia. At 6 o'clock on the evening of August 29, a short stop was made at Cape Prince of Wales, and the last mail of the teachers to their friends was received on board.

At 9 a. m., August 20, we left the cape for King Island, where we anchored at 4:25 p. m. After leaving Cape Prince of Wales, upon going on deck to take a last view of the mission, I saw the mountain, at the base of which lies the village, encircled with a beautiful rainbow. At King Island Dr. Call and Engineer Falkenstein went on shore to explore a remarkable cave in which the natives store their provisions. Providing themselves with ropes, candles, and a lantern, they approached the cave in the face of the cliff, a few hundred feet east of the village. The water extends in some 20 feet from the shore to the mouth of the cave, but, owing to the swell from the ocean, the boat could not enter. Hurriedly jumping on the rocks, they clambered over the sides to the entrance. The first obstacle that confronted them was an immense cake of ice, with a perpendicular face, jammed between the two sides of the entrance, each of which was equally inaccessible for them. After several unsuccessful attempts to scale it, they appealed to the guide, who clambered over the ice with the agility of a monkey and carried their line with him. Even with the assistance of the rope they found considerable difficulty in following him. They were then in the main chamber of the cave. In height it is 30 or 40 feet, and 25 feet in width. The floor was very uneven and full of holes. Scattered about over this slippery surface were strewn the remains of walrus bones, skins, and blubber. This, mixed with the yellow clay, presented a most unfavorable aspect. In the left-hand corner of this immense cavern they saw a hole which could easily be mistaken for an exit to the top of the mountain. To reach it seemed impossible. Referring to their guide, he demanded the promise of more pay, in addition to the pants which they had agreed to give him for his services, exclaiming with much force, "King Charlie cow-cow pechuk" (King Charlie has but little food). The ascent to the hole was found to be almost perpendicular. The first 15 or 20 feet were made by means of climbing a rope which the natives had fastened under a large rock jammed in the crevice some distance above, and finally over another boulder, when they stood in the direct entrance of another part of the cave. Lighting their candles and making fast the line, two of them with the guide descended through a narrow crack, the floor of which was solid ice. To assist in coming down, steps had been cut out, and the dripping of water from above had formed little pinnacles of ice which answered as steps for their feet. Soon they found themselves in a most beautiful and interesting part of the cave. The chamber was pyramidal in shape, the peaks extending upward 40 or 50 feet. The walls were everywhere covered with miniature icicles, moisture frozen in the most fantastic shapes, appearing like a mass of diamonds. The floor was solid ice, out of which chambers were excavated from 10 to 15 feet in depth and from 6 to 10 feet in diameter and used for cold storage. The party having on skin boots which had become slippery from traveling over the ice and grease, were obliged to exercise the greatest precaution to keep from falling into these holes. The return was far more difficult and dangerous, but was made without any serious accident. The cave is used by the villagers for the storing of walrus, which they kill in winter and use for their food in summer. They were also told that it was used at one time as a rendezvous in times of attack from warriors off the coast. At present there is no communication between the top of the island or the village and the cave, and the cave contained but few pieces of walrus meat.

At 7:20 p. m. the ship got underway for St. Michael, reaching there at 12:55 p. m., September 1. At St. Michael, Mr. J. E. McGrath, of the U. S. Coast and Geodetic Survey, with W. W. Davis, his assistant, and party of six men, who had been engaged in the international boundary survey at the crossing of the Yukon and Porcupine rivers, were waiting for transportation to the south, and were received on board. During the day of September 2, while the goods of the exploring party were being shipped, a severe gale sprang up, and the ship had to steam out to Egg Island for deeper water and shelter. Returning to St. Michael on the 3d, we took on board all the surveying party, also Mr. William A. D. Hass, of the Frank Leslie exploring expedition, and Mr. U. E. Taggart and James Chaplyn, destitute miners, and at 7:15 p. m. the ship was again underway for King Island. At noon, September 4, we passed Sledge Island, with a northeast gale behind us. The gale increasing in the evening, the captain hove to, but during the night drifted far north and west of King Island. On the morning of the 5th, returning to the island, and finding it too rough to land, the captain steamed back to Port Clarence for harbor.



Yukon River Natives.

FORT ST. MICHAEL.

Coast Eskimos.

About 7:15 a. m. September 6 the ship anchored off King Island, and Capt. Healy distributed to the natives, who were in a starving condition, 100 sacks of flour, 1 chest of tea, 9 boxes of pilot bread, 6 barrels of bread, and 7 barrels of flour. At 1:05 p. m. we started for Indian Point, reaching there at 9:15 a. m. on September 7.

The following week was spent in procuring reindeer, and on the 17th of September, at 12:10 o'clock in the morning, we anchored in the large harbor of Unalaska. In the harbor were the U. S. S. *Mohican*, the *Rush*, *Alki*, the American ship *Erickson*, H. B. M. S. *Nympe*; also the steamer *Costa Rica*, from Victoria, also the steamer *Danube* from Victoria, all-connected with the Bering Sea difficulty. On the 21st of September, through the courtesy of Capt. Coulson, commanding, I was received on board the revenue steamer *Rush*, and at 6:45 a. m. on the 22d we weighed anchor for San Francisco, reaching there on the forenoon of October 2. On October 3 the start was made for Washington, which was reached on the 8th, having made 16,997 miles during the season.

INTRODUCTION OF DOMESTIC REINDEER.

Upon my return to Washington last fall I had the honor on November 12 to address you a preliminary report of the season's work, emphasizing the destitute condition of the Alaskan Eskimo.

On the 5th of December this report was transmitted by you to the Secretary of the Interior for his information, and on the 15th transmitted to the Senate by Hon. George Chandler, Acting Secretary of the Interior. On the following day it was referred by the Senate to the Committee on Education and Labor.

On the 19th of December, Hon. Louis E. McComas, of Maryland, introduced into the House of Representatives a joint resolution (H. R. No. 258), providing that the act of Congress, approved March 2, 1887, "An act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto" and an act approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provisions of an act of Congress approved July 2, 1862," should be extended by the Secretary of the Interior over Alaska, with the expectation that the purchase, improvement, and management of domestic reindeer should be made a part of the industrial education of the proposed college.

The resolution was referred to the Committee on Education, and on the 9th of January, 1891, reported back to the House of Representatives for passage.

It was, however, so near the close of the short term of Congress that the resolution was not reached.

When it became apparent that it would not be reached in the usual way, the Hon. Henry M. Teller, on the 26th of February moved an amendment to the bill (H. R. No. 13462) making appropriations for sundry civil expenses of the Government for the year ending June 30, 1892, appropriating \$15,000 for the introduction of domestic reindeer into Alaska, which was carried. The appropriation failed to receive the concurrence of the conference committee of the House of Representatives.

Upon the failure of the Fifty-first Congress to take action, and deprecating the delay of twelve months before another attempt could be made, with your approval, I made an appeal in the Mail and Express of New York City, the Boston Transcript, the Philadelphia Ledger, the Chicago Inter-ocean, and Washington Star, as well as in a number of the leading religious newspapers of the country, for contributions to this object. The response was prompt and generous; \$2,146 were received.

As the season had arrived for the usual visit of inspection and supervision of the schools in Alaska you were kind enough to direct that in addition to my regular work for the schools, I should continue in charge of the work of transplanting domesticated reindeer from Siberia to Alaska. As the natives of Siberia, who own the reindeer, know nothing of the use of money, an assortment of goods for the purpose of barter for the reindeer was procured from the funds so generously contributed by benevolent people in answer to the appeal through the newspapers.

The honorable Secretary of the Treasury issued instructions to Capt. Healy to furnish me every possible facility for the purchase and transportation of reindeer from Siberia to Alaska. The honorable Secretary of State secured from the Russian Government instructions to their officers on the Siberian coast, also, to render what assistance they could.

The proposition to introduce domesticated reindeer into Alaska had excited widespread and general interest. In the public discussions which arose with regard to the scheme a sentiment was found in some circles that it was impracticable; that on account of the superstitions of the natives they would be unwilling to sell their stock alive; further, that the nature of the reindeer was such that he would not bear ship transportation, and also that even if they could be purchased and safely transported

the native dogs on the Alaskan coast would destroy or the natives kill them for food. This feeling, which was held by many intelligent white men, was asserted so strongly and positively that it was thought best the first season to make haste slowly, and instead of purchasing a large number of reindeer to possibly die on shipboard, or perhaps to be destroyed by the Alaskan dogs (thus at the very outset prejudicing the scheme), it was deemed wiser and safer to buy only a few.

Therefore, in the time available from other educational duties during the season of 1891, it seemed important that I should again carefully review the ground and secure all possible additional information with regard to the reindeer, and, while delaying the actual establishment of a herd until another season, that I should determine the correctness of the objections that the natives would not sell and the deer would not bear transportation by actually purchasing and transporting them.

The work was so new and untried that many things could only be found out by actual experience.

First. The wild deermen of Siberia are a very superstitious people, and need to be approached with great wisdom and tact.

Upon one occasion, when Capt. Healy purchased a few reindeer for food, the following ceremonies were observed: When getting ready to lasso the deer the owner's family seated themselves in a circle on the ground, where probably some rites connected with their superstitions were observed. Upon attempting to approach the circle, I was motioned away. After a short time the men went out and lassoed a selected animal, which was led to one side of the herd. The man that was leading him stationed himself directly in front of the animal and held him firmly by the two horns. Another, with a butcher knife, stood at the side of the deer. An old man, probably the owner, went off to the eastward, and placing his back to the setting sun seemed engaged in prayer, upon the conclusion of which he turned around and



Let there be
Plenty Deer!

Superstitious ceremony connected with killing or selling reindeer in Siberia.

faced the deer. This was the signal for knifing the animal. With apparently no effort, the knife was pushed to the heart and withdrawn. The animal seemed to suffer no pain, and in a few seconds sank to his knees and rolled over on his side. While this was taking place the old man before mentioned stood erect and motionless, with his hand over his eyes. When the deer was dead he approached, and taking a handful of hair and blood from the wound, impressively threw it to the eastward. This was repeated a second time. Upon the killing of the second animal, the wife of the owner cast the hair and blood to the eastward.

Since then I have often observed the man who was selling a deer pluck some hair from the deer and put it in his pocket or throw it to the winds for good luck.

If a man should sell us a deer, and the following winter an epidemic break out in his herd, or some calamity befall his family, the shamans would make him believe that his bad luck was all due to the sale of the deer.

Second. The Siberian deermen are a nonprogressive people. They have lived for ages outside of the activities and progress of the world. As the fathers did, so continue to do their children.

Now, they have never before been asked to sell their deer; it is a new thing to them, and they do not know what to make of it. They were suspicious of our designs. And in reference to this state of mind I have found that being on a Government vessel has been of great assistance. It impresses the natives with confidence that they will be treated honorably and justly. This moral effect was so great that we secured results that otherwise could not have been obtained so easily.

Then, Capt. Healy, commander of the *Bear*, is well known for thousands of miles on both sides of the coast, and the natives have confidence in him. With a stranger in command I am confident that but little would have been accomplished in the summer of 1891.

Purchasing reindeer in Siberia is very different from going to Texas and buying a herd of cattle. In Texas such a sale could be consummated in a few minutes or hours. But in Siberia it takes both time and patience.

Upon the anchoring of the ship in the vicinity of a settlement the natives flock aboard, bringing skins and furs to exchange for flour, cotton cloth, powder, lead, etc.

Once aboard they expect to be fed by the captain, and bucket after bucket of hard bread is distributed among them. They know perfectly well that we are after reindeer, but nothing is said about it. They have to be feasted first. They are never in a hurry and therefore do not see why we should be.

After a little, small presents are judiciously given to the wife or child of a leading man, and when every one is in good humor a few of the leaders are taken into the pilot-house and the main subject is opened. After much discussion and talking all



Ran-en-ka.

[The first Siberian to sell a reindeer for the Alaska herd, 1891. Published by permission of The Californian.]

around the subject one man is ready to sell twenty and another perhaps only two. After all is arranged the leading men send their servants off after the deer, which may be in the vicinity or four or five days' journey away. Sometimes these delays consume a week or more at a place.

Another difficulty arises from the fact that they can not understand what we want of the reindeer. They have no knowledge of such a motive as doing good to others without pay.

As a rule the men with the largest herds, who can best afford to sell, are inland and difficult to reach.

Then business selfishness comes in. The introduction of the reindeer on the American side may to some extent injuriously affect their trade in deer skins. From time

immemorial they have been accustomed to take their skins to Alaska and exchange them for oil. To establish herds in Alaska will, they fear, ruin this business.

Another difficulty experienced was the impossibility of securing a competent interpreter.

A few of the natives of the Siberian coast have spent one or more seasons on a whaler, and thus picked up a very little English. And upon this class we have been dependent in the past.

It is very desirable that a native young man should be secured and trained as an interpreter, who could be employed regularly, year after year.

However, notwithstanding all these difficulties and delays, Capt. Healy with the *Bear* coasted from 1,200 to 1,500 miles, calling at the various villages and holding conferences with the leading reindeer owners on the Siberian coast. Arrangements were made for the purchase of animals the following season. Then, to answer the question whether reindeer could be purchased and transported alive, sixteen were



Ko-har-ra, the Richest Native in N. E. Siberia.

[From a photograph by Dr. S. J. Call.]

purchased, kept on shipboard for some three weeks, passing through a gale so severe that the ship had to "lie to," and finally landed in good condition at Amaknak Island, in the harbor of Unalaska, having had a sea voyage of over 1,000 miles.

While at Port Clarence, on July 6 we met a Siberian native who understood a little English, having spent a few summers on a whaling ship. His name was Shoofly. We secured his services as interpreter to the deermen, but when we were ready to sail he was not to be found.

At 6:25 p. m. on July 9, leaving our anchorage off the village of Cape Prince of Wales, we started for Asia. Swinging around by Fairway Rock, we sailed through Bering Straits north of the Diomed Islands, reaching the village at East Cape Siberia at 1:20 on the morning of the 9th. Coming upon deck I found that many natives had come aboard. Among them was one that had a little smattering of English. Inquiries were immediately made for reindeer. We had been informed that we would find some deermen at East Cape, but now that we had reached the place we were

informed that there were very small herds around them, but that north, at Cape Serdze Kamen, 100 miles distant on the Arctic coast, there were large herds. Last season, having made inquiries at the native village at Indian Point, and receiving assurances that they would sell deer, and there being a number of natives at that point that understood some English, the captain concluded to go there first. Consequently, at 9:30 a. m., the anchor was weighed, and we started for the point, 150 miles south. Around us was a field of floating ice, through which we had to pick our way.

At 2.30 p. m. we were at Cape Nuniagmo, that marks the northern entrance to St. Lawrence Bay. In this bay, during the winter of 1881-'82, the U. S. S. *Rogers*, which had been sent in search of the *Jeannette*, burned to the water's edge. At 4 p. m. we passed Cape Krleougoune, the southern headland of St. Lawrence Bay, back of which snowy mountains rise 3,407 feet. This high and steep cape is crowned with a cluster of sharp peaks, which makes it a noted landmark. At 8 p. m. Cape Nygtchigane came in view with eight or ten snow-covered peaks clustered back of it in a semi-circle. Seniavine Straits to the southwest, lying between the main coast and Ara-



A TYPICAL ESKIMO WOMAN.

(Showing native dress and ear and lip ornaments.)

kamtchetchene Island, were still closed with ice. These straits were named after his ship by Capt. Lutke, the explorer. It is remarkable that these straits, as well as St. Lawrence Bay, are deeper than the adjacent sea. This depth is separated from the shallower, open sea by a bank that has still less water upon it, so that soundings first decrease and then increase when approaching the coast. At 3 o'clock on the morning of July 10 we anchored off Indian Point. The village had been visited by twenty-four whalers previous to our arrival. Soon a number of the natives came on board, among them being Ko-har-ra, the leading man of the village. After breakfast the captain and myself had a long conference with him concerning the purchase of reindeer, and a proposition was made to take his whole herd of one hundred. He declined our offer, pleading as an excuse that he was keeping his herd for a time of need; that if, any season, the walrus and seal should fail him, he would need his herd to keep the people of the village from starving. He offered to make the captain a present of two, but would not sell any. Finally, we came down in our requests, but received no encouragement.

About 11 o'clock the party abruptly took their departure, Ko-har-ra claiming that

he wished to consult his son. In the afternoon, with several of the officers, I went on shore to visit the village. At the highest part of the ridge, parallel to the northern beach, were ruins of from twenty-five to thirty old houses, the frames of which had been constructed of the lower jaw-bone of the whale. In Ko-har-ra's storehouse, which was the only frame house in the village, I counted 200 sacks of flour and 80 boxes of tobacco; also a head of walrus bone, worth from \$5,000 to \$8,000. Another interview was had with Ko-har-ra, which resulted in his refusing to sell any of his deer. In the evening another party came aboard, from whom we received some hope that we might be able to purchase a few the following September, when they would be driven down to the coast in Penkegnèi Bay, on Senavine Straits. They all testified that but few could be had in that neighborhood, but that along the shores of Holy Cross Bay, at the head of Anadyr Gulf, there were large numbers of reindeer close to the beach. No one expressed a doubt or an intimation of the natives being unwilling to sell, through superstitious notions, but somehow or other we failed to get any. But the people of the region, so far visited, only owned small bands, ranging from twenty-five to one hundred, and they did not wish to part with them.

We were also at a great disadvantage in our communications with them for the want of a suitable interpreter. The natives could not comprehend why we wanted them. Several of them expressed their opinion that the deer would not live on St. Lawrence Island, where we at that time intended to place them. They also claimed that the deer would not go over forty-eight hours without food, and wanted to know what we intended feeding them on the ship while in transit. However, that night, from the last party of visitors; we secured, through Capt. Healy, an old man and a boy as interpreters, who agreed to accompany us to Holy Cross Bay. Early the next morning our interpreters appeared on deck to decline going, saying that they were afraid, alleging that if the ship should go to Holy Cross Bay and not find any deer-men on the beach, or if the natives should refuse to sell their deer, or if the bay should be full of ice so that the ship could not get in, the captain would be angry and accuse them of lying to him. After repeated assurances of the captain that he would not hold them responsible, they went ashore after their clothes and blankets, which they brought off in a hair sealskin bag.

At 11:30 a. m. on July 11 we got under way for Holy Cross Bay, 300 miles inland in Siberia. From Indian Point the coast of Siberia trends in a general southwest direction to Cape Choukotski and then turns sharply to the northwest. At this cape commences the Gulf of Anadyr, whose entrance across to Cape Thaddeus is 200 miles. Counting the distance across the entrance the gulf has a circuit of 420 miles, and at its northwest extremity is the Bay of Holy Cross, with a circuit of 180 miles, its northern shore being within 10 miles of the Arctic Circle. At 8 p. m. we were off the entrance of Plover Bay, where the British ship *Plover*, Capt. Moore commanding, in search of Sir John Franklin, wintered in 1848-'49. In view of the necessity of transporting the reindeer so great a distance, should we secure any at Holy Cross Bay, the question of food was carefully considered. We had confidently expected to secure them near Indian Point, only a few hours' sail from St. Lawrence Island, in which case there would be no need of feeding them; but if we secured any at Holy Cross Bay it would require a trip of from thirty to forty-eight hours, and in that case the food question became important. An inventory of the stores on board revealed some 10½ pounds of oatmeal in the captain's pantry, 24 pounds in the officers' mess, a few pounds in the engineer's department, and about 60 pounds in the sailors' stores. It was agreed to purchase these and mix with the drinking water of the animals if secured.

At 8:45 o'clock a. m. on July 2 we were off Cape Bering in a fog, when ice suddenly appeared under the bows of the ship, and the heart of the officer on deck stood still, thinking that he was ashore. We then entered a large field of broken ice. The speed was slowed down and several hours were spent in picking our way through the ice. In the afternoon clear water was again reached, and at 5:35 p. m., there being no evidence of land and the fog continuing thick, the anchor was let go in 11 fathoms of water. The next day continuing rainy and foggy, the ship continued at anchor until 8:20 p. m., when the wind increased and the captain concluded to make an effort to get inside of Holy Cross Bay. We were in the proximity of land, in strange waters, with imperfect charts. The ship was surrounded with floating ice; the night was very dark, with a cold, driving rain storm, and we almost ran ashore. However, we got inside and were at anchor about midnight. Holy Cross Bay was first entered by a vessel in 1827, when Capt. Lutke made a reconnoissance. Probably the *Bear* was the first steamer ever to plow its waters.

About 10 o'clock on the morning of the 14th three or four umniaks full of natives came off from a village of sixteen tents or yourts on the sandy beach. They were all large-sized and a healthy but dirty looking set. The afternoon was spent in securing fresh water for the ship. Diligent inquiries were made for reindeer, and two men were found who sold five each, but their deer were on the west side of the bay, which could not be reached until the ice should move, and the ice would not move until the wind changed. For ten days the wind had been in the east and

southeast and kept the ice piled up against the west shore. Just as we were finishing breakfast on the morning of the 15th the announcement was made that a "pod" of walrus was visible. Going upon deck, some fifty or more were seen swimming in a line toward the ship. A boat was at once lowered and the captain and surgeon with a boat's crew started to intercept them. Several were shot, but only two secured. A baby walrus weighing about 500 pounds was also shot, but while getting it into the boat the rope slipped and the animal went to the bottom as if it were made of lead. Three umniaks came off from shore and were sent out to help bring in the walrus. When brought to the side they were hoisted by the steam windlass on deck. The skin and hides were preserved and the carcasses divided up among the natives. The heart and liver were reserved for eating on the ship and proved to be very palatable. The walrus episode helped pass away the day.

After a tedious wait for better weather, on the 17th of July anchor was weighed at 4:10 a. m. A few minutes afterwards we entered the ice, into which we pushed until we came abreast of a Tutchi village on the west side of the bay, where the ship dropped anchor. The ice floe causing the anchor to drag, it was again hoisted up and we steamed a few miles farther north through the ice, anchoring at 9:30 a. m. in comparatively clear water. A boat in charge of Lieut. Jarvis was started toward the shore, but the wind freshening and the sea being rough, the captain recalled the boat with the steam whistle. Parties of natives were seen on shore, but none came off through the ice to the steamer. After breakfast on the morning of the 18th we made another attempt to reach shore. Moving cautiously through a large field of floating ice we at length got on terra firma, and a walk of 4 or 5 miles brought us to two native huts. Upon reaching them we found only the women and children at home, the men having passed us on the way to the ship. We therefore retraced our steps to the beach and signaled for a boat. Returning to the ship we found two umniak loads of natives on board. One of them agreed to furnish us next year twenty-five deer at the rate of five for a rifle and twenty for a whale boat. They promised us that they would secure some two hundred head for us the following season, driving them down to the beach the middle of July.

Having accomplished everything that we could, at 8 p. m. anchor was weighed and the ship steamed out through the drifting ice. The natives sat a little way off in their umniaks, watching the movements of the first steamer that many of them had ever seen. During the night the vessel plowed through fields of heavy ice from Cape Spanberg to Cape Tchingan. The coast was bold and beautiful, consisting of perpendicular rocks. On the evening of the 17th we passed two or three small Tutchi villages, the largest of which was at John Howland Bay. At 10 o'clock the sunset was remarkably fine. Another hour brought us to anchorage in Plover Bay, but the fog became so thick that the captain did not venture to attempt to make the bay, but lay off at sea all night. At 3 a. m., July 20, the fog lifted and the ship made for Plover Bay, which is a fiord about 2 miles wide and 20 miles long, extending into the very heart of the mountains, whose precipitous sides rise to the height of from 1,200 to 1,500 feet. Passing between Capes Lessouski and Bald Head, sailing past a small village situated on the sand spit and around Cape Haidmak, the northwest side of the spit, the ship anchored in Providence Harbor at 6:30 a. m. This little landlocked bay was named by the commander, Moore, of H. M. ship *Plover*, who visited it first in search of Sir John Franklin. A short distance up the bay is Emma Harbor, where he wintered his ship in 1848-'49. Above Emma Harbor on the west side of the bay is Cape Theodorof, overtopped by Mount Kennicott, 2,343 feet high.

At the upper end of the bay in 1866 the Western Union Telegraph expedition erected a house and established a station, it being their purpose to run a land wire across the cape, connecting the proposed cable across Bering Straits with another across Anadyr Gulf. Overlooking our anchorage and almost toppling over us on the east side of the bay was Mount Slavianka, 1,427 feet high. During the summer of 1866, while awaiting supplies at this bay, Mr. R. J. Bush, in the employ of the telegraph company, says that one day, seeing a party of natives gathered upon the bleak barren mountain side back of the village, curiosity led a party from the ship to visit the spot. They found about forty people present, of all ages down to babies. They were laughing as if at a picnic. On a small level spot had been constructed an oblong line of stones about 6 feet in length. Near by a reindeer had been killed and the party of women were sprinkling the stones with handfuls of tobacco and choice bits of deer meat, as if they were making a sacrifice to their gods. One of the natives who had learned a little English of the whalers was called one side and asked what was going on. Pointing to an old man in the group, he said, "Old man no got eyes. Byme-by kill um." "But why do you kill him?" was asked. "Old man like it. Old man plenty of deer. Last year old man's son die. He plenty like um son. He want die too; he want Tutchi man kill um. All right. Old man pickininy (grandson) no want to kill um. To-day Tutchi kill um." "It is bad,

very bad," one of the party replied. "No bad," he said. "Tchutchi plenty like um. All same every fellow. Byme-by me get old. Kill me, too. All same."

It seemed that a day had previously been fixed by the old man to die, but he had yielded to the importunities of his grandson, who had begged him to live for his sake. In some cases the old person is first made insensible by inhaling something. They are then stoned, speared, or bled to death, as the case may be. This was similar to the experience of Capt. Healy, who, upon one of his trips to the Arctic, was inquiring the whereabouts of a native whom he had met upon former trips. Meeting a companion, he said to him, "Where is Charlie now?" "Charlie?" he replied; "I shot him last year." "Shot him? How was that?" "Why, Charlie and I were great friends. He was taken very sick. One day he sent his boy over to ask me to come to see him and to bring my gun along. When I went to see him he said that he could not get well and wanted me to shoot him. I did not want to. He was my friend. So I told him he would be better in a few days, and tried to encourage him; but he wanted me as his friend to shoot him to put him out of his misery. To put him off I told him that if he did not get better in a few days he could send for me again and I would come over and shoot him.

"In a few days his boy came to my house and said his father was no better. He wanted me as his friend to come and shoot him. So I went over and shot him." It seems a very common practice among some of the tribes, when a person has an incurable disease or becomes too old for further service in procuring the necessities of life, to kill him. The conditions of life are so hard, the difficulties of feeding the well so great, that no supernumeraries can be allowed in their homes. Last season, visiting several thousands of miles of this Arctic and semi-Arctic coast, and meeting with thousands of natives, I met with but one old person. This season I met but two. The almost entire absence of aged persons among the population confirms the accounts of the custom of killing the old and infirm. There are years when the fish fail to come in their usual number, when the winter supply of walrus and seal fail them, and then starvation stares them in the face during the long Arctic winter. During the sojourn of the Western Union Telegraph Company in that country in 1866 and 1867, Mr. Bush speaks of one of these periodic famines, in which, as early as October, the people had begun to boil their deerskins into soup. Many of these natives sought his advice and assistance. One said, "You know, sir, the winter has hardly begun. I have a wife and seven children and seven dogs to support, and not a pound of meat or fish to give them. But I have some deerskins and eight fathoms of thong that I can boil up. But these are not sufficient to sustain the family and the dogs too until the Tchutchi come with their reindeer. I do not know where to get more food, as my neighbors are starving too."

With hesitation and a faltering voice he added, "If my children perish I will have my dogs left, but if my dogs die how can I go to the Tchutchi to get deer? Then my family will starve too, and then I will have neither family nor dogs." What he wanted Mr. Bush to decide was whether it was wiser for him to let his children or sled dogs starve, for if the latter starved it would involve the starvation of the whole family. He was advised to try and keep both as long as possible. Occasionally an instance of this destitution and starvation comes under the eye of an intelligent white man and is given to the world. But these periodic seasons of starvation come and go, and hundreds of human beings starve and die, their fate unheeded and unknown by the great world outside. To the starving natives of Siberia there is always the possibility of the men who own herds of domestic reindeer hearing of their straits and coming to their relief. But on the Alaska side, where as yet are no herds of domestic reindeer to fall back upon in the dark days of dire necessity, there is nothing left the people but to starve and die. May the day be hastened when the efforts now making to introduce the domestic reindeer of Siberia into Alaska shall be crowned with success and this dying people saved from utter extinction. In negotiating for the purchase of reindeer on the Siberian coast we constantly met with men owning small herds of from five to one hundred animals. Frequent attempts were made to buy these men out, but those along the coast steadily refused to sell, on the plea that they must keep their deer for a time of need; that some years they got no walrus or seal (their principal living) and then would need the deer to keep their families from starving.

The day at Plover Bay was spent in watering ship, the water being procured from a mountain stream that came out from under a snow bank. After the ship was watered the sailors were sent ashore to wash their clothes. Two of the leading natives were interested and promised good pay if during the coming winter they would communicate with the deer men and have a number of the reindeer on the coast for purchase the following season. It was the intention to leave the harbor on the morning of the 21st, but a dense fog having settled down and a storm having set in, we were fog-bound in the harbor for the three following days. On the 24th, the fog having lifted sufficiently to see our way out of the harbor, the anchor was weighed, and we started at 8.20 a. m. Passing around Bald Head, we were soon

abreast of a village of a dozen huts at the mouth of the small creek that connects Lake Moore with the sea. From the sea the hill to the rear of the village presented a beautiful green. Soon after passing the village the fog again closed down and we sailed apparently through space, seeing nothing until, in the afternoon, St. Lawrence Island was seen dimly looming up through the fog. At 5.15 p. m. anchor was let go, and after dinner Lieut. Jarvis and Dr. Call and the interpreter and myself went ashore. After making a circuit of the village and consulting several groups of the natives, I decided to locate the school building at the eastern end of the village, near the lake. Accordingly, stakes were driven for the guidance of the carpenter who was daily expected with the materials for the building which had been shipped on the schooner from San Francisco. Returning to the ship, Capt. Healy bantered one of the Shamans to show his powers. He replied that he could do nothing on shipboard. So we proposed to accompany him on shore, the captain making him a present of some powder, lead, and tobacco. With the rattling of a native drum and the monotonous hi-yah-hah chorus of women he pretended to suck from the flesh of Dr. Call a piece of sponge and a second time a piece of walrus hide. He then attempted to have two men strangle him with a rope, but could not make it work. An assistant Shaman then took up the performance, and held an inch board 18 inches by 3 feet in size to his mouth by suction. He also allowed his hands to be manacled behind his back and then work them through and in some way got the manacles off. It was rather a tame affair.

At 2:15 on the morning of July 25 we again got under way, reaching Indian Point at 9 o'clock. The two interpreters that we had had with us for the last two weeks left the ship and returned home.

About noon we again got under way for the Arctic, returning thence on the 27th of August. During a dense fog at 9 o'clock in the morning we picked up three umniak loads of Siberians, and found that we were near Enchowau, on the Arctic coast of Siberia, where we dropped anchor at 10:30 a. m. Lieut. Jarvis and Dr. Call were sent ashore to visit the herd, and the next day four deer were delivered to us on board the ship. A large number were offered us, but having failed in procuring herders, and having no place ready to receive the deer, and not knowing whether we could procure food such as they would eat, we thought it prudent to experiment first with the four. At 1:40 p. m. August 28, 1891, the first reindeer was hoisted on board the ship, and thus one of the objections which we had found made, that reindeer could not be purchased alive, was answered by actually purchasing and receiving them. A second objection, that they could not be safely transported, remained to be decided. Anchor was weighed at 12:30 midnight, and at 4:30 on the morning of the 29th we anchored at Whalen. The landing being bad, we got under way at 7:20, passing through Bering Straits at noon, and at 6:30 p. m. anchored off Cape Prince of Wales. Not wishing to carry our trade goods back to San Francisco, I consigned a number of them to Messrs. Lopp and Thornton for safe-keeping until the following year.

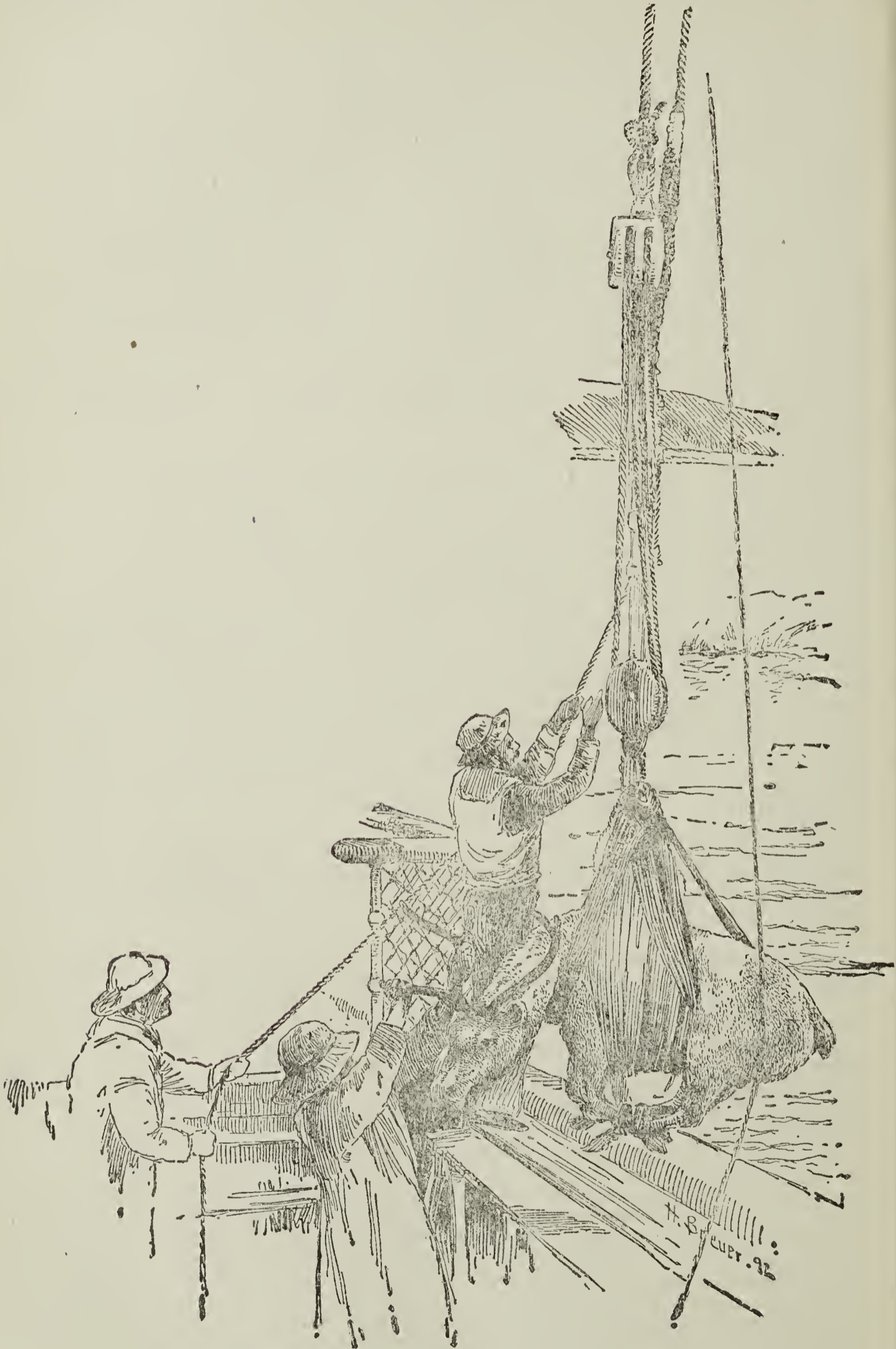
During the night, the sea becoming rough, the captain stopped the landing of goods until the morning of the 30th, when they were safely landed.

At 9:20 on the morning of the 30th we again got under way, going to St. Michael, and returning to Indian Point, Siberia, on the 7th of September, where we anchored at 9:15 a. m.

At 4:25 the next morning, having taken on board Koharra, the leading deer man at the village, and two interpreters, we got under way for Senavine Straits. At 5:45 we passed Cape Mertens, a high, steep, mountain, with three summits, 1,014 feet high. This cape forms the southern limit of Tchetchikouyoume Bay. At 6:12 a. m. we passed between Nounangan, a small rocky islet rising perpendicularly from the sea 80 feet, then sloping up to an elevation of 386 feet, and Tchirklook, an island 6 by 3 miles in extent, and crowned with a number of peaks ranging from 500 to 1,800 feet high. Rounding the northeastern end of this island, we steamed through Yerguine Pass, and at 7:13 a. m. entered Senavine Straits. These straits are a body of water 30 miles long and from one-half mile to 6 miles wide, lying between the mainland on the west and the Arakamtchetchene and Tchirklook islands on the east. The opening had been noticed by Bering, Cook, and Sarytscheff, but Capt. Lutke was the first to explore it. It was named after his ship. At 7:28 a. m. we were rounding Cape Paguelune, the southwest point of Arakamtchetchene Island. This island is 16 by 8 miles in extent, and contains several small native settlements. It has several high peaks, the greatest elevation of which is Tinmai, 1,809 feet high. A southeast storm setting in, at 8:30 a. m. the captain turned southward, and at 10:30 anchored in Glasenapp Harbor, under Cape Yerguine, for shelter. The harbor is well sheltered from all winds and sea, and convenient for procuring water, quite a blessing in this region. Glad enough were we to find safe anchorage here from the storm and rough water in Senavine Straits.

While lying here some five or six natives boarded the vessel. They had hardly landed on deck before they began their incessant pleading for "Kow-kow" (bread).

A bucket of bread was given them and a shelter from the storm profered if they desired to remain with us. The captain engaged them to gather reindeer moss for



Hoisting in a Reindeer on Board the Bear.

[From a photo. by Assistant Engineer A. L. Broadbent, U. S. R. M. Published by permission of The Californian]

the animals he had on board. These natives embraced the opportunity readily to earn a few biscuits of hard bread. Having gone ashore, they returned in a very short

space of time with a dozen well-filled sacks of reindeer moss. Understanding that the island was well covered with reindeer food, the captain made inquiry of the interpreters why these natives did not have reindeer. He was given the following rather romantic narrative of these now poor, miserable, half-starved people and outcasts from the Eskimo and neighboring tribes:

"A very long time ago, before my father was a boy, the people on this island had plenty of deer, more deer than we can count on our fingers and toes together; a heap more. In those days these people were never hungry. They did not steal then, either, but now they are always hungry, and if not sharply watched will steal plenty very quick."

The next question asked was, "How did they lose their deer, and why do they stay in a place that gives them so little to eat?" "Well, before my father was a boy these people had plenty of deer. Yardgidigan, the chief, was a rich man, all the same as you (referring to the captain). He wanted a wife. There were none on the island or in any of the neighboring settlements that came up to the requirements of this rich, fastidious, and powerful deer man. Harnessing his finest and fastest deer team, he started on a matrimonial prospecting tour among the deer men of the interior. A report being current that a deer man named Omileuth, living far up in the mountainous region of Siberia, possessed a daughter of rare and wonderful beauty, that excelled in all the arts of making shoes and clothes and looking after the creature comforts of him who would be her husband—with whom none in Siberia could compare. He sought and found this wonderful woman, and in due course of time was the successful wooer among many suitors. The nuptials were celebrated with great pomp and feasting by the girl's people, and the happy couple started for their future home accompanied by a large herd of reindeer, the father's gift and the bride's dower. Bride, groom, and deer arrived home without accident, their journey having been one continued round of feasting.

"On the homeward journey the groom was so generous with his wife's property that at the very beginning of their married life a cloud of mistrust came over the bride. Among those who accompanied the bridal pair on their home journey were many of the rejected suitors. One, in particular, Tenisken, the chief of Marcus Bay, who, prior to the coming of the bridegroom, was the favored suitor, and still was the maiden's choice. Consumed with jealousy, he let no opportunity slip that gave the slightest chance of poisoning the young wife's mind against her husband. Upon their arrival at the home of the groom the feast and dance were again the order of the day. Wrestling and other athletic sports were indulged in far into the winter. Yardgidigan was proud of his beautiful wife. Being extremely happy and secure in his love, he heeded not the warnings to beware of his rival, Tenisken, chief of Marcus Bay. Tenisken lingered many months in the bridegroom's camp, enjoying every hospitality that a rich and happy husband could bestow. At length he took his departure, and the bridegroom awoke one morning to find that his wife of a few moons had disappeared with his friend and fellow-chief. Pursuit was immediately ordered and dreadful vengeance vowed upon the destroyer of his peace of mind and betrayer of his house and home. As swift as were the pursuers, swifter still was the flight of the guilty pair.

"Arriving at Marcus Bay, the pair were warmly welcomed by the villagers, who upheld their chief and his guilty bride. To him they thought she rightfully belonged by the right of love divine. The husband, through spies, discovered the state of things in the enemy's camp and knew that his vengeance must be sought by stealth. Long he watched, concealed near Tenisken's camp. At last the anxiously prayed-for moment arrived. During the prevalence of one of those storms that only occur in the Arctic (and that seldom), he, with a stone in his hand and a knife between his teeth, sought the camp. Entering the house of his enemy, he was rendered still more furious by the sight of his beautiful and faithless bride lying in the embrace of his rival. Burying his knife deep into the heart of his enemy, he offered him the greatest indignity that can be put upon an Eskimo—bit off his nose. Forcibly carrying his faithless wife out of the house, he took her back to his camp. Not until morning were the people of Marcus Bay aware of the tragedy that had been enacted in their midst. Pursuit and retaliation were ordered. The son of the murdered chief headed the party. The wronged husband, having tarried too long near his enemy's camp for vengeance, had so exhausted his supplies of men and beasts as to render him able to make but short stages homeward and to offer slight resistance if attacked. This weakened condition of Yardgidigan's was made known to the son of Tenisken by the faithless wife, who promised at a certain day and designated place to make her lord and master drunk and stupefied from 'toad-stool' wine. This she did. And when the followers of her husband were lying drunk, at a given signal from her, the whole encampment were put to death, and the faithless and cruel woman led back to Marcus Bay amid great rejoicing and as the bride of her paramour's son. Now was planned the extermination of the colony on that island. They had not heard of the fate of Yardgidigan, their chief. So under disguise the Marcus

Bay people entered their village, killed most of their people, drove away every deer and razed their houses to the ground. Purposely they spared a few lives, upon whom the shaman (native priest) pronounced a fearful anathema.

"This happened many generations ago, yet the people dare not and will not, for fear of a similar fate, imperil their hopes for present and future happiness by associating with these poor, wretched outcasts, accursed by the shaman perhaps a hundred years ago. So from affluence and plenty they and their offspring have been reduced to want and misery, and will so endure, until they shall cease to exist, on account of the perfidy of a woman, who by her beauty and sophistry prejudiced priests and populace against her outraged and lawful husband and his people, making right appear wrong and wrong right."

After the interpreters had completed their story both in a breath remarked, "Captain, that is hard luck—before, plenty; now, all the time hungry."

The storm having abated, on September 9 we again got under way about 11 o'clock. Steaming up Senavine Straits, at 1:30 we came to anchor off Cape Yagnakinone, Siberia, where Koharra and his party were sent ashore for deer. On the following day, the sea becoming rough, we returned to Glasenapp Harbor for refuge. The storm abating on the 12th of September, at 5:15 a. m. anchor was weighed, and we again started for Cape Yagnakinone. There we secured twelve additional reindeer. Early on the morning of September 13 the natives were sent ashore, and at 9 a. m. we got under way for Unalaska, where we arrived on the 17th of September.

On the 21st of September seven of the reindeer were put ashore on Unalaska Island and the other nine on Amaknak Island, in charge of Mr. Ney B. Anthony, United States deputy marshal.

Thus the results of the investigations and work for 1891 with regard to reindeer were: 1. The cultivation of the good will of the Siberians and foundations laid for future purchases; 2, the actual purchase of sixteen reindeer; 3, the proving by actual experience that reindeer can be transported with the same facility as other domestic cattle, the sixteen in charge having been safely loaded, kept on shipboard three weeks, and landed in good condition a thousand miles away.

It having been proved by experience that reindeer can be purchased and transported, the general introduction of domestic reindeer into Alaska becomes a mere question of time and money.

With the accomplishment of this result several important objects will be attained.

PERMANENT FOOD SUPPLY.

In the first place, the population, which is now upon the verge of starvation, will be furnished with a permanent, regular, and abundant supply of food. As has already been stated, the native supply of food in that region has been destroyed by the industries of the white men. The whale and the walrus, that once teemed in their waters and furnished over half their food supply, have been killed or driven off by the persistent hunting of the whalers. The wild reindeer (caribou) and fur-bearing animals of the land, which also furnished them food and clothing, are being largely destroyed by the deadly breech-loading firearm. It will be impossible to restock their waters with whale and walrus in the same way that we restock rivers with a fresh supply of fish. But what we can not give them back their former food, we can, through the introduction of the domestic reindeer, provide a new food supply.

Upon our return southward from the Arctic Ocean in the fall of 1891 Capt. Healy providentially called at the village on King Island, where we found the population starving. The appeal for food was so pressing that the captain detailed a lieutenant to make a thorough examination of the village, and invited me to accompany him. In a few houses we found that the families in their great distress had killed their sled dogs to keep themselves from starving. In the larger number of families they were making a broth of seaweed, their only food supply. In all human probability, if the ship had not learned their condition, the following summer not a man, woman, or child would have been left alive to tell the story. A few years ago the same thing happened to three large villages on the island of St. Lawrence, and when, the following season, the revenue cutter called at the villages, the putrefying corpses of the population were found everywhere—on the bed platforms, on the floors, in the door ways, and along the paths, wherever death overtook them.

In 1891 one of the teachers on the Kuskokwim River wrote me that the inhabitants of that valley had had but little opportunity during the summer of 1890 to provide a sufficient food supply of fish; that consequently starvation faced them all winter, and that it was with great difficulty that they survived until the fish returned the following season. A teacher on the Yukon River reported this past summer that some of the natives to the north of him had starved to death. This same scarcity of food exists across the entire northern portion of North America, so that now, under the auspices of the Church of England, subscriptions have been opened in London for a famine fund, out of which to send relief to the starving Eskimo of Arctic British

America. This condition of things will go on, increasing in severity from year to year, until the food supply of the seas and of the land is entirely gone, and then there is nothing left but the extermination of the native population. The general introduction of the domestic reindeer alone will change this entire condition of things, and furnish as reliable a supply of food to that people as the herds of cattle in Texas and Wyoming do to their owners or the herds of sheep in New Mexico and Arizona. The reindeer is the animal which God's providence seems to have provided for those northern regions, being food, clothing, house, furniture, implements, and transportation to the people. Its milk and flesh furnish food. Its marrow, tongue, and hams are considered choice delicacies. Its blood mixed with the contents of its stomach forms a favorite native dish. Its intestines are cleaned, filled with tallow, and eaten as sausage. Its skin is made into clothes, bedding, tent covers, reindeer harness, ropes, cords, and fish lines. The hard skin of the forelegs makes an excellent covering for snowshoes. Its sinews are made into a strong and lasting thread. Its bones are soaked in seal oil and burned for fuel. Its horns are made into various kinds of household implements, into weapons for hunting, fishing, or war, and used in the manufacture of sleds. Then the living animal is trained for riding and dragging of sleds. The general introduction of such an animal into that region will arrest the present starvation and restock that vast country with a permanent food supply. It will revive hope in the hearts of a sturdy race that is now rapidly passing away. Surely, the country that sends shiploads of grain to starving Russians, that has never turned a deaf ear to the call of distress in any section of the globe, will not begrudge a few thousand dollars for the purchase and introduction of this Siberian reindeer and the rescue of thousands of people from starvation.

REPEOPLING THE COUNTRY.

In the second place, the introduction of domestic reindeer into Alaska will not only thus arrest the present starvation, but will assist in increasing the population. With a more generous food supply this population will commence to increase in numbers. Occupying a region whose climatic conditions are so rigorous that but few white men will ever be willing to make their permanent home in it, it is important, if we would save it from being an unpeopled waste and howling wilderness, that we build up the people who through generations have become acclimated and who are as fervently attached to their bleak and storm-swept plains as the people of temperate and torrid zones to their lands of comfort and abundance.

They are a race worth saving. I find that public opinion, gained perhaps by a more familiar knowledge of the Eskimo of Greenland and Labrador, conceives that the Alaska Eskimos are of the same small type. But this is not true.

In the extreme north, at Point Barrow and along the coast of Bering Sea, they are of medium size. At Point Barrow the average height of the males is 5 feet 3 inches and average weight 153 pounds; of the women, 4 feet 11 inches and weight 135 pounds. On the Nushagak River the average weight of the men is from 150 to 167 pounds. From Cape Prince of Wales to Icy Cape and on the great inland rivers emptying into the Arctic Ocean they are a large race, many of them being 6 feet and over in height. At Kotzebue Sound I have met a number of men and women 6 feet tall. Physically they are very strong, with great powers of endurance. When on a journey, if food is scarce, they will travel 30 or 40 miles without breaking their fast. Lieut. Cantwell, in his explorations of the Kowak River, makes record that upon one occasion when he wanted a heavy stone for an anchor a woman went out and alone rolled into her birch-bark canoe and brought him a stone that would weigh 800 pounds. It took two strong men to lift it out of the canoe.

Another explorer speaks of a woman carrying off on her shoulder a box of lead weighing 280 pounds. This summer, in erecting the school buildings in the Arctic, there being no drays or horses in that country, all the timbers, lumber, hardware, etc., had to be carried from the beach to the site of the house on the shoulders of the people. They pride themselves on their ability to outjump or outrun any of our race who have competed with them. They can lift a heavier weight, throw a heavy weight farther, and endure more than we. They are a strong, vigorous race, fitted for peopling and subduing the frozen regions of their home.

Arctic and sub-Arctic Alaska cover an empire in extent equal to nearly all Europe. With the covering of those vast plains with herds of domesticated reindeer it will be possible to support in comparative comfort a population of 100,000 people where now 20,000 people have a precarious support. To bring this about is worthy the fostering care of the General Government.

CIVILIZATION OF THE ESKIMOS.

Thirdly, the introduction of domestic reindeer is the commencement of the elevation of this race from barbarism to civilization. A change from the condition of

hunters to that of herders is a long step upwards in the scale of civilization, teaching them to provide for the future by new methods.

Probably no greater returns can be found in this country from the expenditure of the same amount of money than in lifting up this native race out of barbarism by the introduction of reindeer and education.

ARCTIC TRANSPORTATION.

Fourthly, the introduction of the domestic reindeer will solve the question of Arctic transportation. The present transportation of that region is by dog sleds. One load of supplies for the trader or traveler requires a second load of food for the two teams of dogs, and they make but short distances per day. This difficulty of transportation has been one great drawback to the development of the country. It has interfered with the plans of the fur trader; it has interfered with Government exploration. Only three years ago when the U. S. Coast and Geodetic Survey sent two parties to determine the international boundary between Alaska and British America the small steamer that was conveying the supplies up the Yukon River was wrecked, and it was with the utmost difficulty that the surveying parties were kept from starvation because of the difficulty of sending sufficient food 2,000 miles along that great valley by dog sleds. If reindeer had been introduced into the country there would have been no such difficulty in furnishing food. Bills have been before Congress for several years proposing to establish a military post in the Yukon Valley. If such a post is established it is not at all improbable that a combination of circumstances may arise some winter by which the forces that shall be stationed there will be reduced to starvation unless reindeer transportation shall have become so systematized that food can readily be sent in from other regions. The same is true with reference to the Government officials whom it may be found necessary to station in that region.

The same is true of the forty or more missionaries and their families that are now scattered through that vast region; also, of the teachers and their families whom the Government has sent into that country.

These are now separated from all communication with the outside world, receiving their mail but once a year. With reindeer transportation they could have a monthly mail.

During the past three years the whalers have been extending their voyages east of Point Barrow to the mouth of the Mackenzie River, and wintering at Herschel Island. To the owners of this property it would be worth tens of thousands of dollars if they could hear from their vessels in the winter before new supplies and additional vessels are sent out in the spring. But this can not now be done. Last winter letters were sent out from the field, overland, by Indian runners that ascended the Mackenzie, crossed over to the Porcupine, and descended the Porcupine and Yukon rivers down to St. Michael, on the coast. It was ten months before those letters reached their destination. It was a great satisfaction to the owners to hear of the welfare of their ships and crews, but the news was too late for business purposes. Millions of dollars' worth of property and thousands of lives are involved in the whaling business. With the introduction of domestic reindeer into that region it will be both feasible and perfectly practicable to establish a reindeer express during the winter from the Arctic coast down to the North Pacific coast of Alaska.

The southern coast of Alaska on the Pacific Ocean never freezes, and is accessible all the year round to vessels from San Francisco or Puget Sound.

A reindeer express across Alaska, from the Arctic to the Pacific Ocean, would have a corresponding commercial value to that section as the telegraph between New York and London to theirs. It would enable the owners of the whaling fleet to avail themselves of the latest commercial news and keep a more perfect control over their business.

COMMERCIAL VALUE.

In the fifth place, the introduction of domesticated reindeer will add a new industry to that country, which will go to swell the aggregate of national wealth. Lapland sends to market about 22,000 head of reindeer a year, the surplus of her herds.

Through Norway and Sweden smoked reindeer meat and smoked reindeer tongues are everywhere found for sale in their markets, the hams being worth 10 cents a pound and the tongues 10 cents apiece. There are wealthy merchants in Stockholm whose specialty and entire trade is in these Lapland products. The reindeer skins are marketed all over Europe, being worth in their raw condition from \$1.50 to \$1.75 apiece. The tanned skins (soft, with a beautiful yellow color) find a ready sale in Sweden at from \$2 to \$2.75 each. Reindeer skins are used for gloves, military riding trousers, and the binding of books. Reindeer hair is in great demand for the filling of life-saving apparatuses, buoys, etc., and from the reindeer horns is made the best

existing glue. One great article, smoked reindeer tongues, and tanned skins are among the principal products of the great annual fair at Nischnij Novgorod, Russia. In Lapland there are about 400,000 head of reindeer, sustaining in comfort some 26,000 people. There is no reason, considering the greater area of the country and the abundance of reindeer moss, why arctic and subarctic Alaska should not sustain a population of 100,000 people with 2,000,000 head of reindeer. In Lapland the reindeer return a tax of \$1 a head to the Government, so that they yield an annual revenue to the Government of \$400,000.

With the destruction of the buffalo the material for cheap carriage and sleigh robes for common use is gone. Bear and wolf skins are too expensive; but with the introduction of the reindeer their skins would to a certain extent take the place of the extinct buffalo.

The commercial importance of introducing domesticated reindeer in Alaska was so manifest that shrewd business men on the Pacific coast at once appreciated the great possibilities involved, and hastened, through their chambers of commerce and boards of trade, to take action urging their several delegations in Congress to do what they could to secure an appropriation of money for these purposes.

Under favorable circumstances a swift reindeer can traverse 150 miles in a day. A speed of 100 miles per day is easily made. As a beast of burden they can draw a load of 300 pounds.

The progress of exploration, settlement, development, government, civilization, education, humanity, and religion, are all largely dependent in that region on reindeer transportation.

If there is any measure of public policy better established than another or more frequently acted upon, it has been the earnest and unceasing efforts of Congress to encourage and aid in every way the improvement of stock, and the markets of the world have been searched for improved breeds. The same wise and liberal policy will make ample provision for the introduction of the reindeer, which of all animals is the most serviceable and indispensable to man in high northern latitudes.

If it is sound policy to sink artesian wells or create large water reservoirs for reclaiming large areas of valuable land otherwise worthless; if it is the part of national wisdom to introduce large, permanent, and wealth-producing industries where none previously existed, then it is the part of national wisdom to cover that vast empire with herds of domestic reindeer, the only industry that can live and thrive in that region, and take a barbarian people on the verge of starvation, lift them up to a comfortable support and civilization, and turn them from consumers into producers of national wealth.

It will be noticed that the sum asked from Congress is only \$15,000. I hope that this will not be misunderstood and taken as a measure of the importance of the movement, for if the proposed results could not be obtained with any less sum an appropriation of hundreds of thousands of dollars would be both wise and economical.

But so small a sum is accepted on the ground of proceeding with extreme caution. It is the commencement of a great movement that will, if successful, extend its beneficial influences as long as the world stands. Therefore we move slowly and carefully at first in order to secure that success. Commencing in a small way, the first outlay of money is not large.

So far the purchase of the reindeer has been defrayed from the money contributed by benevolent individuals.

REVENUE-MARINE SERVICE.

These gratifying results, however, could not have been attained without the hearty and active cooperation of the Revenue-Marine Service.

If this office had been required to charter a vessel for the transporting of the reindeer nothing could have been done with the small sum at our disposal.

But the Secretary of the Treasury directed that the revenue cutter *Bear*, in addition to her regular duties of patrolling the Seal Islands and the coasts of Bering Sea and the Arctic Ocean, following the whaling fleet, and inspecting the refuge station at Point Barrow, should also give what time was possible to transporting the reindeer.

To the captain, officers, and crew of the *Bear* is due much praise for the hard work done by them.

Special thanks are due Capt. M. A. Healy for his earnestness and efficiency in doing his part of the work; also to Lieut. D. H. Jarvis, Surg. S. J. Call, and Assistant Engineer Falkenstein, who were in charge of much of the shore work of loading and unloading the deer.

The establishment of schools and the commencement of the introduction of domestic reindeer into Alaska are adding largely to the importance of the annual cruise of the U. S. R. M. S. *Bear* in Bering Sea and the Arctic Ocean.

These schools and mission stations, with their large and increasing property interests, beyond the protection and reach of the courts of the Territory, are dependent upon the protecting influence exerted by the annual visit of the revenue cutter.

RECOMMENDATIONS.

I. The recent act of Congress, entitled "An act to repeal timber-culture laws, and for other purposes," approved March 3, 1891, makes provision for the incorporation of villages in Alaska.

Under the provisions of this act the citizens of Sitka and Juneau are taking steps to incorporate.

As incorporation will enable them to levy and collect taxes for school purposes, I respectfully recommend that when a village incorporates, the white school of the place be turned over to the care of the school trustees that may be elected for that purpose, and that at least one-half of the expenses of the school shall be borne by the village.

II. I renew the recommendation of former years for some provision for securing a more regular attendance of pupils.

III. With the gradual opening up of Alaska, it becomes increasingly important that the law creating agricultural colleges and experiment stations should be extended to it.

I remain, with great respect, yours truly,

SHELDON JACKSON,
General Agent of Education in Alaska.

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ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR.

1891.

W. T. HARRIS,
COMMISSIONER.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1891.

ANNUAL STATEMENT

OF

THE COMMISSIONER OF EDUCATION,

FOR THE YEAR 1890-91.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 1, 1891.

SIR: I have the honor to submit the following report of the operations of this Office for the fiscal year ending June 30, 1891:

As described in my last report the work of the Bureau is organized into four divisions:

- a.* The Division of Correspondence and Records;
- b.* The Division of Statistics;
- c.* The Division of Library and Museum;
- d.* The Division of International Exchange—for the comparative study of national school systems.

Pursuing the line of policy adopted and put into successful operation by my predecessors in this Office—Dr. Henry Barnard, Gen. John Eaton, and Col. N. H. R. Dawson—I have endeavored to make this Bureau useful to the nation at large by collecting accurate and pertinent statistical information regarding the existing condition of education at home and abroad, with special attention to new experiments inaugurated along the lines of school organization and methods of instruction.

This is in accordance with the letter and spirit of the act of Congress creating this Bureau. The American people believe in local self-government, and do not contemplate now or in future to establish a centralized control of education. But they have provided in this Bureau a central agency to collect and distribute such information as will give to all citizens a just and profitable survey of the working of our educational institutions. Such a function can be performed only by the General Government, and it is evident that this function, instead of limiting State and local control over schools, on the contrary reënforces such local control by increasing enlightened directive power in all parts of the nation.

So long as the General Government uses its exceptional facilities for collecting and diffusing information, it increases local self-government, the object of all secular concerns dearest to the American heart. By this means local self-government is also rendered as safe as a pyramid on its base. For where each and every State and local authority is enlightened by a complete survey of the educational systems in operation

in all sections of the Union and in the various other nations of the Western and Eastern Continents, a wise approximation of methods and an adaptation to the needs of each locality of whatever is good in all, may be secured. By this process a harmonious system is sure to arise. A dead uniformity in our educational system is not desired, for all recognize the necessity of modifications to meet the wants of special localities. Enlightened directive power existing in the local authorities can secure a deeper unity than such dead uniformity, for it can produce harmony among independent and individualized systems.

It has been said that this Bureau should not only collect statistics, but should do all that is possible to make them useful by systematic arrangement and interpretation. With this end in view, my predecessors have studied to sift and classify the various items of information, and to give to them the desired completeness. Many of the national systems of education in Europe are very recent in their origin, and consequently in a state of rapid change and progress. It has become possible only within a short period to study the objects and aims of these educational systems. During the past year the specialists of the Bureau whose work is the comparative study of national systems of education have completed several concise statements intended to exhibit in their present working form the systems of some of the most important countries of Europe. This work will go on during the year just now beginning, and it is hoped to complete a practical survey of education in all parts of the world. The object of these statements is to seize exactly those items which show the different methods in vogue for securing the several results deemed desirable. I have printed these statements in my first Annual Report, prepared for the year 1888-89, now in press, and to be distributed early in the present fiscal year. There is no doubt that the first attempts of the Bureau to seize the salient features of national educational systems will be found defective in many particulars. Such a result is inevitable, but it is necessary to run this risk in order to reap the solid benefits which come from a rational study of statistics. In all branches of science it is known that comparative study, that is to say a comparison of one order of beings with another, is very fruitful and suggestive. The physiology of man has been compared with that of various orders of the lower animals and with plants. This comparative study has led to an insight into the order of historical development and into the idea of arrested growth and of survival of lower stages of development in more advanced epochs. This study is very profitable in education; in fact, the school has to deal very often with children whose growth has been arrested at some low stage and fixed at that point. Much of the difficulty in dealing with the problem of the slums in our fast growing cities is due to this circumstance. The infant born in the haunts of poverty and crime, and obliged at an early age to provide for himself as regards food, clothing, and shelter, soon manifests great precocity in these things, but suffers arrested development along the lines of the higher faculties, which give him insight into science and literature and other humanizing disciplines.

It is one of the great problems of education to remove the child nature out of this partial paralysis into a state of growth and development, making it again susceptible to higher influences.

Not only do the artificial conditions of society, which manifest their influence in the production of poverty and crime, have this effect to arrest the growth of children at lower stages of development, creating the street "gamin" and that species of human wharf-rat that is found in London and New York, but even the educational systems wrought out by enlightened

Circular on the National Educational Association of the United States, by Prof. Zalmou Richards.

Circular, a List of American Arithmetics, with biographical notes of authors, by Prof. J. M. Greenwood.

Circular on Sanitary Conditions for Schoolhouses, by Dr. A. P. Marble.

Also the following numbers of the series of Contributions to American Educational History, edited by Prof. H. B. Adams, of Johns Hopkins University; viz :

Higher Education in Ohio, by Prof. George W. Knight and Prof. John R. Commons.

Higher Education in Michigan, by Prof. Andrew C. McLaughlin.

Higher Education in Massachusetts, by Prof. George Gary Bush.

Higher Education in Connecticut, by Mr. Bernard C. Steiner.

Higher Education in Nebraska, by Prof. H. W. Caldwell.

Higher Education in Delaware, by Prof. L. J. Powell.

Higher Education in West Virginia, by Prof. A. R. Whitehill.

Higher Education in Maryland, by Mr. Bernard C. Steiner.

Higher Education in Mississippi, by Prof. Edward Mayes.

Higher Education in Missouri by Prof. M. Snow.

Higher Education in Louisiana, by Col. Wm. Preston Johnston.

Higher Education in Rhode Island, by Prof. George Gary Bush.

The remaining numbers of this series, which will include a history of higher education in every State of the Union, are advancing toward completion in the hands of carefully selected students and writers.

Circulars of information which had not been delivered at the close of the year were in course of preparation for the Bureau, by several gentlemen, as follows:

On University Extension, by Dr. Herbert B. Adams.

On Physical Training in American Colleges, by Dr. Edward Mussey Hartwell.

On the Growth and History of Normal Schools, by Dr. M. A. Newell.

On Spelling Reform, by Prof. Francis A. March.

On the History, Practice, and Literature of Shorthand, by Mr. J. E. Rockwell.

On Documents illustrating the Educational History of the United States, by Prof. B. A. Hinsdale.

On Women in the Educational Movement in the South, by Dr. A. D. Mayo.

On The Higher Schools of Prussia, and the School Conference of 1890, by Mr. Charles Herbert Thurber.

On Instruction in English in Secondary Schools, by Prof. Samuel Thurber.

On Instruction in English in Colleges, by Prof. F. N. Scott.

On Benjamin Franklin and the University of Pennsylvania, by Prof. Francis N. Thorpe.

An Index to Educational Literature, by Mr. Reuben H. Fletcher.

Rules for a Dictionary Catalogue for Libraries (third edition, with an index), by Mr. C. A. Cutter.

This exhibit will emphasize the request for a more liberal allowance for printing. As I have shown above, this Bureau is not established to exercise a centralized control in the management of educational institutions, but solely to increase local self-direction by collecting and digesting for it the records of educational experience throughout the world, and thereby contributing to its enlightenment. The entire usefulness, therefore, of the Bureau of Education depends directly on what it prints and publishes. This is not so much the case with any of the other offices connected with your Department, which may perform their functions without advertising them to the people, but the Bureau of Education must diffuse its information among the teachers of the land, or else it does not accomplish its function of enlightening the local self-direction of education. I therefore particularly ask your favorable consideration of my estimate of \$30,000 for the general printing of the fiscal year 1892-93, recently submitted; and your special indorsement of my request for a separate specific appropriation of \$20,000 to continue the valuable series of educational histories of the several States.

Respecting these historical monographs, I said in my report a year ago:

This series was projected by my predecessor in this Office, Hon. N. H. R. Dawson, and reflects great credit on his sagacity. By economizing other expenditures from the appropriations of the Bureau for the collection of statistics and the distribution of documents, he succeeded in setting apart sufficient money to engage competent persons, working under the supervision of Professor Adams, for the preparation of all the volumes required to complete the list of the States.

National education does not begin, as is sometimes supposed, with primary education, but with higher education. The first education was that of the princes and the clergy. Finally, the diffusion of the democratic ideas contained in Christianity makes education a gift to all men. The history of higher education in the several States affords the needed clew to the beginning of our present widely extended system of common schools. The publication of that history by this Bureau is having an excellent practical effect for good, for it is doing much to secure the necessary coöperation of the large body of highly cultured and influential men who hold in their hands the education of colleges and universities, and who are, by the very nature of the work they have in hand, somewhat skeptical in regard to the usefulness of higher institutions or bureaus that are directly controlled by the State or National Governments, it being supposed that party politics makes such governmental control uncertain in its policy and liable to be influenced by other than disinterested motives.

There has been noticed, especially in the South, the appearance of a much increased interest in educational history as a consequence of the publication of these State monographs. This interest has shown itself in other historical contributions, published in newspapers and periodicals and in the form of pamphlets and volumes. There has never before been so much spirit of coöperation with this Bureau as now.

EDUCATION IN ALASKA.

By a revision of the rules and regulations for the conduct of schools and education in the district of Alaska, approved by the Secretary of the Interior April 9, 1890, a new system of school government for Alaska was inaugurated.

Under the supervision of the Territorial board of education, created by a code of rules approved and promulgated by the Secretary of the Interior, June 15, 1887, the schools in Alaska had prospered and progress had been made. But from the fact that the schools in western and northern Alaska can communicate more frequently and more directly with this Bureau than with Sitka, from the difficulty of securing meetings of the board at regular intervals owing to lack of means of transportation, and with the view of interesting a larger number of the citizens of Alaska in their school system, it was deemed advisable to establish local school committees in the various villages in lieu of one central board. Committees have accordingly been appointed in every important village of Alaska where suitable men could be found to serve, as follows:

Sitka: Edward de Groff, N. K. Peckinpaugh, John G. Brady.

Juneau: Karl Koehler, John G. Heid, Eugene S. Willard.

Douglas: P. H. Fox, G. E. Shotter, S. R. Moon.

Wrangell: Wm. G. Thomas, Wm. Millmore, Allan Mackay.

Jackson: James W. Young, W. D. McLeod, G. Loomis Gould.

Metlakahla: D. J. Leask, Dr. W. Bluett, William Duncan.

Kadiak: N. Kashavaroff, Henry Bowen, Charles Brown.

Unga: N. Guttridge, John Caton, Edward Cashel.

Unalaska: N. S. Reesoff, N. B. Anthony, Rudolph Neumann.

It was also deemed advisable to secure the services of Governor Lyman E. Knapp and Judge John S. Bugbee as counselors of the Bureau of Education, in matters pertaining to education in Alaska.

For purposes of supervision the Territory of Alaska has been divided into 3 school districts: the Sitka district, comprising all southeastern Alaska, with an area of 28,980 square miles; the Kadiak district, com-

prising the region from Mount Saint Elias westward to Zakharoff Bay, with an area of 70,884 square miles; the Unalaska district, comprising the region from Zakharoff Bay westward to the end of the Aleutian Islands and northward to the Arctic Ocean, with an area of 431,545 square miles—the largest school district in the world.

The extension and growth of the school work in northern, western, and central Alaska (from 1,200 to 3,000 miles distant from Sitka by sea) has necessarily taken much of the time of the general agent, which had previously been largely given to the southeastern section.

That the Sitka district might not suffer from this absence of the general agent in western Alaska, but continue to have the constant presence and supervision of a representative of this Bureau, the Secretary of the Interior appointed the Hon. James Sheakley, of Fort Wrangell, Alaska, superintendent of schools for the southeastern district.

Judge Sheakley has been continuously in the field during the year, and has given an efficient personal attention to the work, visiting each school at least once.

In the Kadiak and Unalaska districts, until the schools become more numerous and the means of communication more frequent, the general agent of education in Alaska, to whom is given the personal charge and supervision of the Alaska school system, will perform the duties of district superintendent.

Owing to the growth of the work it was deemed advisable to employ at the Bureau of Education a person to be known as the assistant agent, whose duties should be, under the direction of the general agent, to attend to the Alaska correspondence, to take care of the Alaska files, to keep the accounts with the Alaska fund, and to prepare Alaska papers, vouchers, etc., for submission to the Commissioner of Education. Mr. William Hamilton, of Pennsylvania, was appointed to this position.

In the extension of the school system over all Alaska a commencement has been made within the Arctic Circle, schools having been established at Point Barrow, Point Hope, and Cape Prince of Wales, the three principal villages on the Arctic coast of Alaska. The great distance of the Unalaska district from the Bureau of Education, portions of that region having communication with the outside world but once a year, has led to the policy of making contracts with missionary associations for the conduct of schools in that section. In these schools the missionary societies share with the Government the expense and the responsibility.

In the establishment of these Arctic schools the coöperation of well-known and responsible missionary organizations was invited, with the result that the American Missionary Association of the Congregational Church took charge of the school at Cape Prince of Wales, the Domestic and Foreign Missionary Society of the Protestant Episcopal Church assumed the control of the school at Point Hope, and the Home Missionary Society of the Presbyterian Church contracted for the maintenance of the school at Point Barrow.

Through the courtesy of the Secretary of the Treasury permission was granted the general agent to accompany the Government vessels on their annual cruise to the Arctic, and the commanders were instructed to render whatever assistance might be in their power. Accordingly, early in May Dr. Jackson started for the Arctic on the United States Revenue Marine steamship *Bear*, Capt. M. A. Healy commander.

On the 4th of July, 1890, the *Bear* dropped anchor in the roadstead off the village of Kingegan, Cape Prince of Wales. "That afternoon, on the shores of Bering Straits, with the snow-capped mountains of Asia

plainly visible in the distance, the Fourth of July was celebrated by the laying of the foundations of the first public-school building in Arctic Alaska." Upon its completion the *Bear* hove anchor, sailed through Bering Strait into the Arctic Ocean, and 200 miles to the northward dropped anchor under the light of the midnight sun at Point Hope. Here, as at Cape Prince of Wales, Captain Healy sent ashore all who could be spared to assist in the erection of the school building. After various detentions caused by the great ice field of the Arctic, on July 31 the *Bear* arrived off Point Barrow. On the bleak extremity of the continent was established probably the northernmost school in the world, latitude $71^{\circ} 23'$ north, longitude $156^{\circ} 31'$ west.

Within the last 2 years schoolhouses and teacher's residences combined have been erected at Kadiak, Karluk, and Afognak, and schoolhouses at Chillkat, Kake, and Nutchek.

On the return of the general agent from his visit to Arctic Alaska, he urged upon my attention the fact that the Eskimos inhabiting the shores of the Arctic Ocean and Bering Sea were in a starving condition, the whale and the walrus, their food from time immemorial, having been almost exterminated by the whalers, and recommended that steps be taken to introduce into Alaska, in connection with the industrial schools, the domesticated reindeer of Siberia.

A report of this distressing condition was made to the Secretary of the Interior and brought to the attention of Congress, when a bill was introduced to secure an appropriation to be used in procuring for Arctic Alaska the domesticated reindeer of Siberia, both as an immediate means of relief to the famishing people and as a permanent food supply and remunerative industry for the future. This bill passed the Senate and was reported favorably by the Committee on Education of the House of Representatives, but failed to be reached on the Calendar of the House. A similar measure will be introduced into the next Congress.

In the mean time, as the need of the starving people was very urgent, and as it was important that a year should not be lost in making a commencement of this feature of the industrial school work in that region, it was decided to attempt to obtain funds from other sources. Letters were accordingly written to several of the leading newspapers in New York, Boston, Philadelphia, and Chicago, requesting their co-operation in securing funds for this purpose. In compliance with this request subscription lists were opened and more than \$2,000 were secured.

The money thus obtained was placed at the disposal of this Bureau and will be used by the general agent, who started in May to inspect the schools in western and Arctic Alaska, in the purchase and transportation of reindeer from Siberia to some central point in Alaska, from which they can easily be distributed to other sections as needed. In this undertaking he has the hearty co-operation of Capt. M. A. Healy, of the *Bear*, whose assistance, by reason of his long experience in those waters and his thorough knowledge of the native Alaskans, is very valuable.

An increase in the annual appropriation for the education of children in Alaska is urgently needed. It is only with the greatest care and economy that the expenditures have hitherto been kept within the limits of the appropriation, and in order to extend the work during the coming school year it has been found necessary to make reductions in the amounts granted to the missionary associations and in the salaries paid to the teachers of the Government schools, who certainly deserve to be liberally paid for their services and sacrifices.

To render the schools now in existence more efficient and to promote a gradual and healthful extension of the educational work, I think the annual allowance should be increased by Congress from year to year at the rate of \$10,000 per annum for several years to come. I have accordingly submitted an estimate of \$60,000 for Alaska schools next year, and if this is granted I shall ask \$70,000 for the year following.

One of the great drawbacks to the success of the Alaska schools is irregularity of attendance. The teachers unite in recommending the employment of native policemen to enforce compulsory attendance. Much as this is desired, it cannot be done with the funds now at the disposal of the Bureau of Education.

Statistics of Education in Alaska.

Public schools.	Enrollment.						Teachers in the public schools, 1890-91.
	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.	
Afognak	(*)	35	24	55	38	37	John Duff.
Douglas City, No. 1	(†)	(†)	67	94	50	23	Mrs. W. S. Adams.
Douglas City, No. 2	(†)	(†)	(†)	(†)	92	68	C. H. Edwards.
Fort Wrangell	70	106	106	90	83	93	Mrs. W. G. Thomas.
Haines	84	43	144	128	(†)	(†)	
Jackson	87	123	110	105	87	100	Clara G. McLeod.
Juneau, No. 1	90	236	25	36	31	33	Rhoda A. Lee.
Juneau, No. 2	(†)	(†)	67	58	51	51	Mrs. Seth Tozer.
Kadiak	(*)	59	81	68	67	80	W. E. Roscoe.
Karluk	(†)	(†)	(†)	(†)	(†)	33	N. Faodorff.
Killisnoo	(*)	125	44	90	32	68	W. A. McDougall.
Klawack	(*)	184	81	75	68	50	H. C. Wilson.
Sitka, No. 1	43	60	60	67	58	54	Cassia Patton.
Sitka, No. 2	77	138	60	51	83	55	Mrs. L. Vanderbilt.
Unga	(†)	35	26	(†)	24	(†)	

* Enrollment not known.

† No school.

Contract schools.	Pupils, 1890-91.		Subsidies from Congress.				Expended by societies, † 1889-90.	Denomination.
	Boarders.	Day.	1887-88.	1888-89.	1889-90.	1890-91.		
Anvik	6	38	\$500	\$1,000	\$1,000	\$1,000	\$3,000.00	Episcopal.
Point Hope		64	(*)	(*)	1,000	2,000		
Metlakahtla	7	164	(*)	2,500	3,000	3,000	6,412.00	Independent.
Bethel	30		500	1,000	1,000	1,000		
Carmel	18		300	1,000	1,000	1,000	22,346.00	Moravian.
Hoonah		171	(*)	(*)	(*)	200		
Sitka industrial school	164		(*)	12,500	18,000	15,000	8,000.00	Presbyterian.
Point Barrow		38	(*)	(*)	1,000	2,000		
Unalaska	16	31	(*)	(*)	1,200	2,000	1,007.00	Methodist.
Nulato			(*)	(*)	1,500	3,000	8,000.00	Catholic.
Kosoriffsky	51		(*)	(*)	1,500			
Cape Prince of Wales		304	(*)	(*)	1,000	2,000	3,491.00	Congregational.

* No school or no subsidy.

† Amounts expended by missionary associations, in addition to subsidies received from the Government.

Appropriations for education in Alaska.

1884-85	\$25,000
1885-86	
1886-87	15,000
1887-88	25,000
1888-89	40,000
1889-90	50,000
1890-91	50,000

During the year there were in operation 13 day schools, with an enrollment of 745 pupils, and 11 contract schools, with 1,106 pupils, making a total enrollment of 1,851. To the energy and enthusiasm of the general agent of education in Alaska, Rev. Sheldon Jackson, the continued success of the schools in that Territory is largely due.

ANNUAL STATEMENT OF THE
AGRICULTURAL-COLLEGE ACT.

On August 30, 1890, the President approved an act of Congress entitled:

An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two.

This act provides that for the fiscal year 1890 \$15,000, and for each subsequent year for 10 years an amount greater by \$1,000 than that of the preceding year, and thereafter \$25,000 a year be paid to each State and Territory for the benefit of colleges of agriculture and the mechanic arts established or to be established under the provisions of an act of Congress approved July 2, 1862, with the proviso that, in States where the races are educated separately, the fund may be equitably divided between one college for white students and one institution for colored students. The Secretary of the Interior was charged with the proper administration of this law.

Under date of September 13, 1890, the Secretary requested me "to prepare such a circular, to be addressed by the Secretary to the governors of the several States, as will bring the act properly to their attention, and secure such action by them as will enable the Secretary to perform the duties devolving upon him through the provisions of the act." In compliance with this request the following circular letter was drawn up and mailed over the signature of the Secretary to the governor of each State and Territory:

DEPARTMENT OF THE INTERIOR,
OFFICE OF THE SECRETARY,
Washington, September 22, 1890.

To the Governor of _____,

SIR: I beg leave to call your attention to an act of Congress approved August 30, 1890 (a printed copy of which is inclosed), entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two," and to a report upon the same by the Commissioner of Education.

To enable me to take the steps necessary to put this law in operation, I respectfully request you to furnish me, under your State seal, and at your earliest convenience, with the information required to be submitted, which may conveniently be formulated in answers to the following questions, viz:

(1) Is there in your State a college of agriculture and the mechanic arts established under, or receiving the benefit of, the act of Congress of July 2, 1862?

(2) If so, is any distinction of race or color in the admission of students thereto recognized or made in the State law or in the regulations and practice of the institution?

(3) Or (a) is there such a college for the education of white students, and also (b) a similar college for colored students, or an institution of like character aided by the State from its own revenue for the education of colored students in agriculture and the mechanic arts? Please give name, location, and president or administrative officer of each of such institutions.

(4) Has your legislature met in regular session since August 30, 1890, or when will it so meet?

(5) If it has not so met, do you, as authorized by the act referred to, assent in behalf of your State, to "the purpose of said grants," as provided in section second of the act?

(6) Please give the name, title, and address of the State treasurer or other officer to whom payments should be made under this law.

You will please transmit with your reply a copy of the charter of such college, with the rules and regulations, duly certified by the secretary of State.

Your early attention to this matter will facilitate the business of this Department, and will insure prompt disbursement of the appropriation made by the act of Congress of August 30, 1890, to the institutions entitled to receive it.

I have the honor to be, sir, very respectfully yours,

Secretary.

REPORT

OF THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDING JUNE 30, 1891.



WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1891.

No report was received from the Massachusetts Agricultural College, the institution which had been designated by the governor to receive the benefit of the Congressional grant. Litigation had arisen between the college and the Massachusetts Institute of Technology respecting a division of the fund, and the first installment was still in the hands of the treasurer of the Commonwealth. Massachusetts, therefore, was not certified as entitled to the second installment.

The Secretary approved June 19, 1891, a recommendation of the Commissioner to the following effect:

That certification for the third payment be made on July 1 to the Secretary of the Treasury, in behalf of all states and territories which, by that time, have been passed upon and certified as entitled to receive the second payment, whose legislatures or governors have given proper assent to the purpose of the Congressional grant, and where the division of the fund, if it is shared between two institutions, has been made upon a satisfactory basis.

And certificates were issued for the third installments (\$17,000 for the year ending June 30, 1892), to Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming, Arkansas, Delaware, Kentucky, Missouri, West Virginia, Alabama, Georgia, and Louisiana.

The following table exhibits the beneficiaries under the act named:

Beneficiaries under act of Congress of August 30, 1890, in aid of colleges of agriculture and the mechanic arts.

Alabama: Agricultural and Mechanical College (white), Auburn.	Kansas: State Agricultural College, Manhattan.
State Normal and Industrial School (colored), Huntsville.	Kentucky: Agricultural and Mechanical College (white), Lexington.
Arizona: University of Arizona, Tucson.	State Normal (colored), Frankfort.
Arkansas: Industrial University (white), Fayetteville.	Louisiana: State University (white), Baton Rouge.
Branch Normal College (colored), Pine Bluff.	Southern University (colored), New Orleans.
California: University of California, Berkeley.	Maine: State College of Agriculture and Mechanic Arts, Orono.
Colorado: State Agricultural College, Fort Collins.	Maryland: Maryland Agricultural College, College Station.
Connecticut: Yale College, New Haven.	Massachusetts: Agricultural College, Amherst.
Delaware: Delaware College, Newark.	Michigan: State Agricultural College, Lansing.
Florida: Florida State Agricultural College (white), Lake City.	Minnesota: University of Minnesota, Minneapolis.
State Normal School (colored), Tallahassee.	Mississippi: Agricultural and Mechanical College of Mississippi (white), Agricultural College.
Georgia: University of Georgia, Athens.	Alcorn Agricultural and Mechanical College (colored), Rodney.
Illinois: University of Illinois, Urbana.	
Indiana: Purdue University, Lafayette.	
Iowa: Iowa Agricultural College, Ames.	

Beneficiaries under act of Congress of August 30, 1890, in aid of colleges of agriculture and the mechanic arts—Continued.

Missouri: University of Missouri (white), Columbia.	South Dakota: Dakota Agricultural College, Brookings.
Lincoln Institute (colored), Jefferson City.	Tennessee: University of Tennessee, Knoxville.
Nebraska: University of Nebraska, Lincoln.	Texas: Agricultural and Mechanical College (white), College Station.
New Hampshire: New Hampshire College of Agriculture and Mechanic Arts, Hanover.	Prairie View Normal School (colored), Hempstead.
New Jersey: Rutgers's Scientific School, New Brunswick.	Utah: Agricultural College, Logan.
New Mexico: Agricultural College, Las Cruces.	Vermont: University of Vermont, Burlington.
New York: Cornell University, Ithaca.	Virginia: Virginia Agricultural and Mechanical College (white), Blacksburg.
Nevada: State University, Reno.	Hampton Normal Institute (colored), Hampton.
North Carolina: North Carolina Agricultural College (white), Raleigh.	West Virginia: West Virginia University (white), Morgantown.
Shaw University (colored), Raleigh.	West Virginia Institute (colored), Kanawha.
North Dakota: Agricultural College, Fargo.	Wisconsin: University of Wisconsin, Madison.
Ohio: Ohio State University, Columbus.	Wyoming: University of Wyoming, Laramie.
Oregon: State Agricultural College, Corvallis.	
Pennsylvania: Pennsylvania State College, State College.	

EDUCATION IN ALASKA.

Under the head of education in Alaska, the Commissioner reports the inauguration and successful working of the experiment of appointing local school committees in settlements where suitable white men could be found for the purpose. Such committees were appointed in nine of the principal villages of the territory. This step was taken with a view to interesting a larger number of the citizens of Alaska in their schools and thus preparing them for the management of their own educational affairs, and also on account of the impossibility of any one board of education exercising personal supervision over more than a limited portion of the vast area of Alaska. During the year, with the meager appropriation at its command, the Bureau of Education supported in the territory 13 day schools with an enrollment of 745 pupils, and aided 12 contract boarding schools with an enrollment of 1,106 pupils.

The most interesting feature of the work in Alaska the past year consists of the steps taken toward introducing the domesticated reindeer from Siberia into Alaska in connection with the industrial school work. On the return of the general agent from Arctic Alaska in the fall of last year he urged upon the attention of the Department the fact that the Eskimos inhabiting the shores of the Arctic Ocean and Behring Sea were in a starving condition, the whale and walrus, their food supply from time immemorial, having been driven beyond

their reach by the whalers. The matter was brought to the attention of Congress, and an appropriation was proposed for the introduction of the reindeer as a means of subsistence for the natives; but meantime several leading newspapers procured subscriptions to the amount of \$2,000 to be used in an initial experiment. With a part of this sum the general agent, who has recently returned, reports that goods suitable for trading with the natives were purchased and taken in May last on board the revenue cutter *Bear*, Capt. M. A. Healy, commanding. With the permission of the Treasury Department and the approval of the Russian Government the cutter landed at several points along the Siberian coast, a small herd of reindeer was purchased, and the question whether these animals could be successfully transported by sea—long denied by both natives and white settlers—was solved in the affirmative. Sixteen deer were brought to a small island in the harbor of Unalaska.

The need of a larger appropriation for Alaskan schools is urged, and the policy of a regular annual increase of \$10,000 a year over each preceding year is recommended. This feature is embodied in the Commissioner's estimate of \$60,000 for this work next year, and is deserving, of the favorable consideration of Congress.

Respecting the routine business of the Bureau, a considerable increase in the correspondence is reported but a heavy falling off in the number of documents printed and distributed. The library shows an increase of 4,037 volumes.

THE TERRITORIES.

ARIZONA.

The report of the acting governor of Arizona estimates the present population at 70,000, which would indicate an increase of 10,000 over the figures shown a year ago by the census enumeration. This is accounted for by the fact that there has been quite an influx of settlers from Kansas, who have been attracted by the great agricultural advantages of the southern valleys of the territory.

According to the official tables the taxable property is valued at \$28,270,466.28 and the average rate of taxation for all purposes is \$3.28 on the \$100. The governor contends, however, that not over one-third of the property is assessed; that very little property except real estate is rated at over one-half of its actual value, and that in point of fact the taxable property is worth \$70,000,000. He deprecates this system of low valuation and high tax rates as misleading, and calculated to deter intending settlers and investors. The total territorial, county, and municipal debt amounts to \$3,400,002.77. The act of Congress of June, 1890, which was referred to in the last report, and which authorized the funding of this debt at 5 per cent in fifty-year bonds redeem-

able after twenty years, has not as yet resulted in the consummation of the refunding, but efforts are being made to complete it. Additional legislation by Congress may be necessary before the bonds can be placed.

Arizona contains immense areas of undeveloped land. There is here a great empire capable of unlimited possibilities when its vast resources, as yet practically untouched, shall be developed. The approximate quantity of public land, unsurveyed, exclusive of military and Indian reservations, subject to settlement under existing laws July 1, 1891, in the Gila district, which alone is larger than the State of Pennsylvania, is 20,221,775 acres.

LANDS AND PRODUCTS.

The arable lands of the territory are perhaps unexcelled for their depth and richness of soil and for the quality, variety, and quantity of products. Maricopa County is the most important agricultural district, and it has about 267 miles of irrigating canals in operation, which have reclaimed 250,000 acres of land. Other large irrigating enterprises are being rapidly prosecuted, and hundreds of thousands more acres will be soon opened to agriculture. Oranges, lemons, figs, raisins, and all the other fruits which are raised in southern California can be raised abundantly, and they mature at least a month earlier than in California. Wheat, corn, alfalfa, barley, peaches, apricots, grapes, limes, olives, and an endless variety of fruits attain great perfection in parts of the territory, and it is stated that no more favorable spot can be found upon the globe for the growth of citrus fruits than in Yuma county. The fig and pomegranate are indigenous to the soil. For ripening and mellowing wines the climate presents such conditions that the most exquisite flavor and bouquet are imparted. Cotton has been tried with satisfactory results. Wild hemp is indigenous to the country and grows to 15 and 17 feet. It seeds itself annually and covers a stretch of 100 square miles along the Colorado River. Ramie, sugar cane, sorghum, sugar beets, and peanuts yield abundantly. Vegetables, garden stuffs, and melons grow all the year round.

FORESTS.

The pine forests of northern and central Arizona cover an area of 1,750,000 acres, and there is an abundant supply of lumber sufficient for the consumption of a large population for a great number of years. Expensive transportation, however, renders the price too high for competition with outside markets. Ten thousand millions of feet is the estimate made as to the quantity of pine timber fit for sawing purposes.

It is urged that, as the future agricultural development of the territory depends largely upon an abundant and permanent supply of water from the mountains, and as the water supply depends in turn upon the proper preservation of the forests, such legislation should be framed as would forever preserve a suitable forest covering for the present timber-growing areas.

ALASKA.

The report of the governor of Alaska presents some interesting facts and recommendations about that vast and as yet undeveloped territory.

With an area of 580,000 square miles, nearly one-sixth of the whole territory of the United States, it embraces numerous lofty mountain chains and valleys, extensive plains, and dense forests. The forests abound in timber, of which the value is yet unknown. Besides the mainland there are 1,100 islands, varying in size from a few acres to hundreds of square miles in area. Among these islands, and extending far into the mainland, are numerous deep-sea channels and immense rivers, which serve as the highways of travel and commerce, and without which communication with a large part of the territory would be almost impossible.

In any estimate of the future development and progress of the territory, the climate must be taken into consideration.

The snow-capped mountains and glaciers, the extensive seacoast, the warm ocean currents, and the broad plains of the northland contribute to the wide diversity of climate which exists. The interior exhibits extremes of heat and cold, with long winters and short summers, and has a dry atmosphere through all seasons. Along the coast lines however, and among the group of islands, a wide range of climate is found, from the mild and equable conditions imparted to portions of the coast by the Japanese current, to the severe Arctic blasts of the higher latitudes beyond the Yukon River, where in winter the mercury ranges from 50 to 70 degrees below zero.

The population is about 33,000, the census enumeration being necessarily inaccurate by reason of the desertion of the villages for the hunting and fishing grounds during the summer time. The white population is nearly one-half foreign born. The native Indians are more settled, reliable, and intelligent than the Indians of the plains. They live in fixed abodes and are independent and self-sustaining. They have made great strides towards American civilization, and their progress may be facilitated by the continued liberal aid of the government in the matter of education and in the protection of their legal rights.

LEGAL STATUS OF INHABITANTS.

The governor earnestly discusses the imperative necessity for the adoption by the government, through legislation, of some fixed and definite policy as to the true legal status of the native Alaskans, and the determination of the question, freed from the conflict of authority of judicial decisions, whether they continue to sustain their tribal relation with a divided fealty, or whether they are subject, as individuals, to the jurisdiction and laws of the United States alone. The treaty which adds Alaska to the United States is referred to as evidence of

the guaranty of citizenship to all, except the uncivilized tribes who should not return to Russia within three years. It is shown that the Russian government construed that all who joined the Russian church became citizens of Russia. It is urged that the complications which have arisen call earnestly for a positive definition of the legal status.

There is very little taxable property in Alaska. None of its products, except what are consumed in living, are retained within its border. Its annual exports exceed the imports by nearly \$7,000,000. Its manufacturing and producing business is carried on with foreign capital, and with imported laborers who leave the country when the season is over. Its carrying trade is done in foreign ships. No internal improvements are constructed and nothing is left in the country that can be carried away.

The Pacific Coast Steamship Company controls largely the carrying business of southeastern Alaska. Some of the items of export were 688,332 cases of salmon, worth \$2,752,328; 231,282 pounds of whalebone, valued at \$1,503,333; 21,596 fur seals taken under lease (estimated), \$1,000,000.

FISH.

Salmon fishing is by far the largest industry, and the exported product since 1882 has amounted to the value of over ten millions of dollars in canned goods, besides a large trade in salted fish, which amounted in 1890 to 7,300 barrels. This industry gives employment to about 5,500 men and requires 100 steam vessels and 500 fishing boats. Cod fishing is also an important industry. Since 1865 the value of this export has been \$12,861,650. Herring fishing is carried on by the Alaska Oil and Guano Company for the manufacture of their products, which amounted in 1890 to 157,000 gallons of oil and 700 tons of guano.

SEALS.

The North American Commercial Company has succeeded to the lease formerly held upon these islands by the Alaska Commercial Company. The number of seals taken by the former company in 1890 was only 21,596, or considerably less than one-fourth of the average of the eighteen years preceding. This falling off is accounted for in three ways: First, by diminution in the number of seals visiting the islands through indiscriminate slaughter of females in the open sea, and from other causes; second, the seals came later than usual and the killing was stopped earlier than usual, on July 20 instead of August 1; third, during the last two years of the Alaska Company's lease the difficulty of procuring the number allowed then induced the killing of younger animals than formerly. Attention is called to the danger to which this most valuable industry and fruitful source of national income is exposed by the illegitimate and indiscriminate slaughter of seals, female and the young as well as bulls of proper age, in the open sea.

MINERALS.

The governor states that the estimate of \$1,000,000, as the value of the product of gold and silver is probably less than the actual amount. Many discoveries of rich ore and placer deposits have been made within the year. There are in Alaska fifteen plants having mills for crushing ore and having the equipment for securing free gold and obtaining the sulphurets in a compact form for shipment.

Placer and hydraulic mining are being conducted on a more extensive scale and with promise of better results than heretofore. Coal, copper, cinnabar, iron, marble, granite, and nephrite are also abundant, but are not being largely developed as yet.

LANDS AND TIMBER.

Titles to land were withheld until the law of March 3, 1891, and the governor reports that as yet no lands had been taken under that law. Dense forests and an abundance of timber are found in Alaska except in the mountain ranges above 1,500 feet, in the low country bordering on the Bering Sea and Arctic Ocean, and in the western part of the peninsula and Aleutian Islands. Spruce, hemlock, cedar, birch, and poplar are the principal growths. The lumber business is much harassed by the unfortunate condition of land titles. The depredations reported during the year 1890 amounted to over 10,000,000 feet, worth \$250,340. There are thirteen mills for the manufacture of lumber, but those who have attempted to supply the demand for lumber from the territory are now involved in suits for these timber depredations.

Reports from various sections of the country, where different conditions are known to exist, lead to the conclusion that the agricultural and stock-raising facilities of the territory are not unimportant, but the conditions of soil and climate are such that development must be slow. Berries and garden vegetables are grown in great abundance in some sections. The Kadiak district is said to be adapted to stock-raising. The winters are mild and the grass grows to a great height and furnishes pasture sufficient to fatten the cattle and sheep all the year round.

SCHOOLS.

The management of the schools has been transferred from the territory to a general agent, who, with his assistant, is connected with the Bureau of Education at Washington. The agent makes an annual cruise, visiting the available points. There are in all seventeen government day schools, an increase of four over the previous year, besides which school contracts have been made with several of the mission schools. The teachers employed have done their work conscientiously and well. The want of a compulsory-attendance law is said, however, to be severely felt.

The governor thinks that the best educational work has been done

by the missions and churches. Two industrial training schools are reported to be doing excellent work. It is urged that the management of the schools should be local, and that a year of experiment, with the management 4,000 miles away, confirms this opinion. He recommends a territorial board of public instruction, or some similar local organization, to be appointed by the Secretary of the Interior and to be under the direction of the Commissioner of Education.

PUBLIC BUILDINGS.

A detailed statement of the public buildings is given. Most of these belong to the time of the old Russian regime. It is submitted that a universal sentiment appeals for the rehabilitation of the old Russian governor's residence at Sitka, and its preservation as a relic of the past; at the same time it should be made useful for official residences or other government purposes. It is now used as a court-house and a residence for the Commissioner. It is further recommended that the government wharf at Sitka should either be opened to free use, or that such reduction should be made in the fees for wharfage as would yield simply a sufficient sum to keep the wharf in repair. The settlements in Alaska are mostly upon the shores, and travel and transportation are almost entirely by the use of water craft of some kind. No railways have been built, and there are no wagon roads of importance.

MAIL FACILITIES.

There are only eighteen post-offices reported as yet in the whole Territory, and until recently the Alaska Commercial Company served the public as mail carriers without compensation. In 1890 their Unalaska office delivered 2,200 packages of mail to individuals, besides many unbroken packages to vessels and also received and mailed 3,000 packages at San Francisco. Other companies and all vessels coming from San Francisco carried and delivered mails. The official order of the Post-Office Department, on May 18, 1891, authorizing a contract for mail service monthly, from April 1 to October 31, in each year, until June 30, 1894, on route 78,099, Sitka by Yakutat, Nutchek, Kadiak, Unga, Humboldt Harbor, and Belkofsky, to Unalaska, has been received with much rejoicing by the people.

COURTS.

The courts of Alaska consist of the United States district court and four commissioner's courts. A large proportion of the criminal business of these courts grows out of the importation and sale of intoxicating liquors. The governor, collector of customs, and United States district attorney are all charged with certain duties looking to the control of this traffic, but the condition of the country, the want of proper transportation facilities, the insufficient executive equipment of

the local courts, the expense of transporting court officers and jurors, the inflexibility of the laws applicable to the territory, the absence of sufficient police supervision, and numerous other causes tend to negative the efficiency of the powers conferred upon these officials.

Some valuable suggestions are submitted by the governor, by the district attorney, and by Judge John S. Bugbee, of the United States district court, recommending certain amendments and modifications of the laws now governing the territory. In concluding his report the governor submits suggestions as to the revision of these laws; also that provision be made for the incorporation of municipalities and for holding elections; for government hospitals for treatment of natives afflicted with chronic and hereditary diseases, and for insane persons and paupers; for better transportation facilities to be used by the government in the performance of official duty; for the establishment of agricultural experiment stations, and the expedition of the coast surveys; for an increase of commissioners, deputy marshals, and justices of the peace, and of jails and lockups; for the definition by legal enactment of the exact legal and political status of the native population.

In these recommendations the Secretary most heartily concurs and requests that the attention of Congress be directed to the necessity of some efficient system of trial and punishment of offenders against the laws regulating the liquor traffic in particular. The evils are very great and the enforcement of such laws as exist is almost impossible.

HOWARD UNIVERSITY.

By act of March 3, 1891, this university is required to report how the appropriation is expended.

The appropriation of \$25,800 made in sundry civil act, August 30, 1890, was expended as follows:

For part of salaries of officers, professors, teachers, etc., balance paid from donations and other sources, \$20,300.

The appropriation for repairs of buildings was used as follows:

Repairs to heating apparatus, lumber, paints, oils, etc., plumbing, wages of mechanics and laborers, total amount, \$2,400.

In addition to this there was expended from other funds of the university, for repairs of buildings, \$3,392.95.

The appropriation of \$500 for chemical apparatus was expended by the professor of chemistry, under the direction of the president of the university, in the purchase of apparatus for the use of that department, after due advertisement in the Washington papers for proposals.

There was expended for improvement of grounds of the university (principally in grading) the sum of \$1,439.84, of which \$1,000 was paid by the United States.

The appropriation for the industrial department was expended for fuel, equipment for bookbinding, supplies for bookbinding, printing

press and type, hardware, lumber, other supplies (sewing and drawing) instructions, janitor, and fireman, total \$4,000.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

The pupils remaining in this institution on the 1st of July, 1890, numbered 81; admitted during the year, 29; since admitted, 23; total, 133. Under instruction since July 1, 1890: Males, 92; females, 41. Of these, 66 have been in the collegiate department, representing twenty-four States and Canada, and 67 in the primary department.

There have been, since July 1, 1890, 23 blind persons as beneficiaries of the United States in the Maryland Institution for the Blind, at Baltimore.

There have been 15 feeble-minded children belonging to the District in the Pennsylvania institutions at Elwyn.

The provision made by Congress for the care and training of this latter class of persons is insufficient, and the importance of enlarged appropriations is earnestly urged upon the attention of Congress. At least \$5,000 should be appropriated next year for this object. This is cheerfully recommended to your favorable consideration.

The general health of the pupils has been good during the year.

The receipts and expenditures for the year under review will appear from the following detailed statements:

SUPPORT OF THE INSTITUTION.

Receipts	\$64, 735. 84
Expenditures	63, 149. 58
	<hr/>
Balance	1, 586. 26

Congress at its last session added to the usual amount provided for current expenses the sum of \$3,000 for the expense of instructors of articulation. This addition to the resources of the institution was intended to enable the directors to offer instruction in speech and lip-reading to the students of the college, but the amount appropriated was not sufficient to provide fully for the teaching of so large a number.

The appropriation can, however, be supplemented by a small fund at the disposal of the directors, and they have therefore made arrangements which they believe will secure the great boon of oral instruction to all the students of the college, at least for the current year.

Prof. Gordon, of the faculty, who was a well-trained teacher of speech to the deaf for several years before coming to Washington, has been placed in charge of the department of articulation, and other teachers have been assigned to his assistance.

The following estimates for the fiscal year ending June 30, 1893, have already been submitted: For the support of the institution, including

[Whole Number 214

U. S. BUREAU OF EDUCATION.

REPRINT OF CHAPTER XXVIII OF THE REPORT OF THE COMMISSIONER
OF EDUCATION FOR 1891-92.

EDUCATION IN ALASKA

1891-92.

SHELDON JACKSON, D. D.,
GENERAL AGENT.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1894.

CHAPTER XXVIII.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1892.

Sir: I have the honor to submit the following annual report of the general agent of education for Alaska for the year ending June 30, 1892.

NUMBER AND GENERAL CONDITION OF THE SCHOOLS OF ALASKA.

There is in Alaska a school population of from 8,000 to 10,000. Of these, 1,934 were enrolled in the 31 schools in operation during the year closing June 30, 1892. Sixteen day schools, with an enrollment of 798 pupils, were supported entirely by the Government at an expense of \$20,020, and fifteen contract schools, with an enrollment of 1,136, were supported jointly by the Government and the missionary societies of the Presbyterian, Moravian, Episcopal, Methodist, Congregational, Lutheran, and Roman Catholic churches. Of the pupils in the contract schools, 788 were day pupils and 348 industrial pupils. These latter were clothed, housed, fed and taught.

The boys were taught shoemaking, housebuilding, furniture-making, coopering, baking, gardening, and the care of cattle; the girls were taught cooking, baking, washing, ironing, sewing, dressmaking, and housekeeping.

Toward the support of these contract schools the Government contributed \$29,980, and the missionary societies \$68,211.81.

UNALASKA DISTRICT.

Point Barrow contract school.—Presbyterian; population, Eskimo; L. M. Stevenson, teacher. The school was opened October 6, 1892. There were but few natives at the time in the village, the majority of them still being absent, hunting on the land and fishing in the waters, to secure a supply of winter food. This kept them away until the dark days of December, and the scarcity of food was such that some remained away the entire winter, coming in only to bring supplies of food to their relatives that remained in the village. The caribou had migrated further than usual into the interior, and only scattered ones were seen. Again, the native prejudices against an education and the influence of their so-called sorcerers kept some of the children from school, so only a few attended the earlier portion of the year. As the winter advanced, however, more came in. The progress of those that did attend was better than that of the previous year. They seemed to have remembered what they had learned, and started readily upon a review covering what had been gone over, the review being thorough and complete, before any new matter was presented, except the short texts and phrases which were kept constantly on the blackboard to attract their attention. This cultivation of memory was a somewhat difficult task and did not succeed as well as was desired. One of the characteristics of the northern Eskimo is the idea that "to-morrow will be another day," and they were unaccustomed to commit anything to memory for future use. They seemed, however, to have a great desire to know the English language, and studied very diligently in the school room, but failed to use what they had learned, outside; although sometimes, when the children were on the playground, with none of the older natives around, they used the English which they had learned in school quite freely.

One of the great obstacles to the school work, and the civilization and christianization of these natives, is the liquor which is smuggled in by a few of the whalers.

The larger portion of the whaling fleet is opposed to the introduction of liquors among the native people. A few of the captains, however, still believe in it, and, as far as they can, avoid the vigilant watch of the revenue cutter, and deal out a bottle here and there to the natives for the purpose of inducing trade or something worse. Also, sometimes, when the commanding officer of the whaler is opposed to the introduction of liquor, some of the men on his ship will smuggle a few bottles along, which are dealt out to the natives on the sly. In this way a sufficiency of liquor gets into the country to demoralize a number of the natives, and drunkenness commences with the arrival of the whaling fleet and lasts until it leaves the country in the fall.

Another inconvenience and difficulty has arisen from the fact that no mission buildings have yet been erected, and the school has been dependent upon the courtesy of Capt. Healy, freely extended, for the use of a room in the refuge station. In 1891 the Board of Missions of the Presbyterian Church, who have a contract with the Government for the renting of this school, chartered a schooner in San Francisco and sent up a load of lumber and building material. The vessel reached within 70 miles of Point Barrow, when it was stopped by the presence of the ice-pack of the Arctic, and could go no further. Under the circumstances the schooner returned to Bering Straits, and the lumber was landed at that station. The following year the school at Cape Prince of Wales failed to secure a needed supply of lumber from San Francisco, and used the lumber that was intended for Point Barrow, necessitating the Point Barrow station occupying the refuge station another year.

Point Hope contract school.—Episcopalian; population, Eskimo, John B. Driggs, M. D., teacher. The population of Point Hope (Tigara) was slightly increased this season over last from families arriving from other tribes. Whenever a strange family came into the village it at once enrolled its children in the school. The daily average for the year was 28. It would have been much larger, but for irregular attendance caused by whole families going off on hunting trips and remaining from one week to a month at a time.

During the year two new classes were introduced into the school, one in which the teacher required the pupils to repeat short sentences in the native language and then translate them into the English language orally, or write them out on their slates. The second class was one in which the teacher repeated short English sentences and had the pupils translate them into their own language. The majority of the children manifested considerable advancement in their studies.

Cape Prince of Wales contract school.—Congregational; population, Eskimo; W. T. Lopp, teacher. Mr. Thornton, the associate teacher at this station, having returned to the States in the fall of 1891, Mr. Lopp, who remained behind, was the only English speaking person left in a large region of country. The lonesomeness of such a condition can not be appreciated by anyone who has not been similarly situated. Toward spring a native family, who had been off some 300 miles to a trading post, returned, bringing with them a dog that would obey commands given in the English language. The loneliness had been so great that Mr. Lopp would visit that dog every day for the companionship of some animal that had once heard the English language.

The school year was a very prosperous one. The average daily attendance of pupils was 106; including teachers, 118. Many of the children mastered the alphabet, learned to spell and pronounce simple English words, read in the first reader, write a neat and readable hand, and sing gospel and patriotic songs. They also became familiar with several hundred English words, and learned the necessity of greater cleanliness in their habits. A few of the larger boys and girls were taught to make clothing of hair seal skins, after American patterns. Lead pencils, paper, pictures, hard bread, combs, and soap were given as prizes for punctuality and diligence. On a few occasions it became necessary to punish pupils by excluding them from the privileges of the school for a few days. Visitors to the school came from 50 to 300 miles around. Last season a school bell was received, which greatly delighted the people. However, in October, the teacher was waited upon by one of the leading sorcerers, who requested him not to ring it, as the spirits had informed him that the noise of the bell would prevent the people from successfully hunting foxes and seals. But as white foxes were more abundant than ever the ringing of the bell did not seem to have any bad effect.

Owing to the fear which the chiefs of the village held towards Capt. Healy, of the *Bear*, the village was very free from whisky or drunkenness during the year. They expressed a great deal of surprise at the character of the teacher, who neither traded nor hunted, and at the time was unmarried. He was a puzzle to them. They said: "Too poor to trade, too stingy to marry, and too effeminate to hunt."

The winter was a cold one. The mean temperature from October to May was 5.6° and the maximum 40°; minimum, —30°. In February and March Bering Straits were blocked up with smooth fields of ice from the North, so that 5 of the people made a trip by dog sleds across to Siberia for tobacco.



AN ESKIMO SCHOOLGIRL, POINT BARROW, ALASKA. TAKING LESSONS IN COOKING.

Photograph by J. W. Kelly.

Ten Eskimo police were appointed by Capt. Healy, of the *Bear*, to assist the teacher and take charge of the drunken natives who might be inclined to be disorderly. These native police worked with great efficiency and were found exceedingly useful in preserving order.

Unalaklik contract school.—Swedish Evangelical; population, Eskimo; Axel E. Karlson, teacher. No report.

Anvik contract school.—Christ Church Mission; Protestant Episcopal; population, Indians; John W. Chapman, teacher. School was held from November 9, 1891, to April 15, 1892. The hours were from 9 to 3, with an hour's intermission at noon, when the day scholars were furnished with a simple meal. The average daily attendance for the year was 24.3. The teacher spent an hour and a half each day in oral training, at which the entire school would be required to learn the meaning and use of various lists of words, e. g., parts of the body, occupations in the States, geographical names, the comparison of adjectives, the conjugation of verbs, etc., as well as to construct sentences on given subjects, and read rapidly off hand. This seemed to have a stimulating effect upon the pupils. The school was divided into three classes, one of which went through the reader twice; the second, once and partially again on review, and the third class went half way through the first reader during the year. In arithmetic there were daily drills on the multiplication table and in combinations of numbers, adding by groups, etc. In geography the pupils were made familiar with the grand divisions of land and water, and with some of the more prominent natural features in the continent, with the political divisions in North America, and several of the groups of States and their typical products and occupations. The attendance was larger and more steady than the previous year.

A boarding school for boys was established and maintained, with an average of nine pupils.

Kosoriffsky contract school.—Holy Cross Mission; Roman Catholic; population, Eskimo and Indians; teachers, Sisters of St. Ann. At this station is a large boarding or home school in care of the Sisters of St. Ann, which was begun in August, 1888. The attendance during the year has been 75 and the progress of the pupils good. This progress was largely due to the effect of the pupils being separated from their parents and being under the influence of their teachers.

Besides a good English education, the girls were taught washing, ironing, sewing, and cooking. The boys were taught carpentry, blacksmithing, and gardening. During the long summer vacation 6 of them found employment on the river steamer as firemen and pilots.

As in all such schools, English was the only language allowed to be spoken in or out of the schoolroom. At the same place and time, and by the same sisters, there was conducted a day school with an enrollment of 40 scholars. These, however, did not progress as much in their studies as did their friends in the boarding school, as they were less under the influence of the teachers and irregular in their attendance, the necessity of securing food requiring them to change their location and be absent from home a considerable portion of the year.

Nulato contract school.—Roman Catholic; population, Indians; teacher, ———. A school of 20 pupils was kept from October 1, 1891, to July 1, 1892. No report.

Cape Vancouver contract school.—Roman Catholic; population, Eskimo; teacher, ———; enrollment, 20 pupils. No report.

Bethel contract school.—Moravian; population, Eskimo; teacher, John H. Kilbuck. School was kept for two hundred days; attendance, 34 boarding pupils. Each pupil is provided, at the expense of the school, with two suits of clothing, a fur "parka," a fur cap, a pair of seal-skin mittens lined with wool, and from two to three pairs of fur boots, per year.

The diet at the school table consists of dried salmon, frozen fish and game, bread, tea, sugar, beans, and salted salmon. In the spring the boys are allowed to go to the mountains and trap for fur, which gives them experience and also helps them earn a portion of their living.

At a later point in this report is included an interesting account sent by Mrs. Kilbuck, concerning Shamanism and sorcery in this valley.

Carmel contract school.—Moravian; population, Eskimo; teacher, F. E. Wolff. The school was kept from August 19, 1891, to June 7, 1892, with an average daily attendance of 18 boarding pupils.

Outside of the school hours the pupils were taught in the various industries suited to their position.

Much difficulty is found in keeping the pupils regularly under the influence of the school, as on one pretext after another the parents, not recognizing the value of regularity in school work, are disposed to take them off on fishing and hunting expeditions.

Several families came from distant sections to Carmel, that they might have the advantage of the school for their children.

Unalaska contract school.—Methodist; population, Aleuts; John A. Tuck, teacher; enrollment, 35. This place was selected by the missionary society of the Methodist Episcopal Church as the center of their church operations in Alaska, on June 28, 1883. Owing to a combination of circumstances, work was not commenced until the summer of 1889, when Mr. and Mrs. John A. Tuck were sent out to establish a school and mission home.

In 1890 the home was commenced by the bringing of 2 orphan waifs, girls, from the island of Attou, 1,000 miles west of Unalaska. The teachers were in a small one and one-half story cottage (half of which was used as a schoolroom), and were unprepared to receive any children into their family. But under the circumstances the waifs had to be received, whether convenient or not. Other girls, finding that 2 had actually been received, also came and refused to be driven away, and some weeks later Capt. M. A. Healy, commanding the U. S. S. *Bear*, brought down 6 orphan girls from the Seal Islands. Thus the school has grown and grown until 26 girls have been received.

The character and efficiency of the school can be judged by the following letter, received by the general agent from Capt. M. A. Healy:

REVENUE MARINE STEAMER BEAR,
Port of Unalaska, Alaska, November 9, 1892.

DEAR SIR: I have brought 6 girls from the Seal Islands to the Jesse Lee School; two years ago I brought down a like number. I am constrained by this part I have had in providing scholars for the school to give you my views of its character and accomplishments, with the hope that they excite interest in its behalf among its founders and supporters.

In all my experience in the country I have seen nothing that has rendered so much good to the people. From its situation, it has tributary to it this whole western end of the Territory where there are numbers of children and poor waifs, many the offspring of white fathers, growing up without the care of homes or the education and training of Christian parents.

Prof. and Mrs. Tuck have labored zealously and well to teach the scholars the necessities and requirements of decent living, and have trained them to become good housekeepers and proper wives and mothers. But they are cramped by the means and accommodations at hand. The school is already crowded to its utmost capacity, and can not take many whom it would be a mercy to give its protection, and who could be received with a suitable building and support.

I am sure the ladies of the Methodist society, could they understand the conditions and field of the school and how well it is conducted, would become interested in its behalf and provide it with better facilities with which to continue and enlarge its work for the elevation of these poor, neglected members of their sex.

I can not be accused of bias, for I am of an entirely different religious belief. Prof. and Mrs. Tuck know nothing of my writing. I am prompted by my interest in the country and the improvement of its people, and can not remain blind to good to humanity by whomever performed.

Sincerely yours,

M. A. HEALY,
Captain U. S. Revenue Marine.

Rev. SHELDON JACKSON,
Bureau of Education, Washington, D. C.

Sitka contract school.—Presbyterian. In the spring of 1885, 35 picked young men, between the ages of 16 and 25 years, were taken from Mr. Duncan's colony at Metlakahltla into the industrial training school at Sitka. After a period of four years 22 have left the school. Out of the 35, in addition to the ordinary studies of the schoolroom, 21 have learned to speak and read the English language; 21 have become good musicians and singers; 5 have learned to play on the cabinet organ; 9 have become members of the school brass band; 13 of the 35 were tobacco chewers and smokers before entering school, but after entering the school none of the others learned the habit; 7 learned the shoemaker's trade; 8 became carpenters; 4, blacksmiths; 2, coopers; 2, steamboat engineers; 4, house painters; 1, printer; 1, photographer; 6 had a training in a sawmill; and 3 became tailors.

Metlakahltla contract school.—This model settlement under the fostering care of Mr. William Duncan, the veteran missionary, continues to flourish. There are now about 100 neat frame houses in the village; the output of the salmon cannery last season was about 6,000 cases; it is the intention to increase its capacity to at least 20,000 cases. The other principal industries are a saw and planing mill which furnish all the lumber needed in the vicinity. Of Metlakahltla one of the tourists writes:

“Metlakahltla is truly the full realization of the missionaries' dream of aboriginal restoration. The church is architecturally pretentious and can seat 1,200 persons. It has a belfry and spire, vestibule, gallery across the front, groined arches and pulpit carved by hand, organ and choir, Brussels carpet in the aisles, stained glass windows, and all the appointments and embellishments of a first-class sanctuary; and it is wholly native handiwork. The dwelling houses are neat and attractive. They have inclosed flower gardens and macadamized sidewalks 10 feet wide along the entire street. The women weave cloth for garments, and the people dress tastefully in modern garb.”



BUILDING USED BY METHODIST MISSION, UNALASKA. MR. AND MRS. JOHN A. TUCK AND PUPILS.

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PUBLIC SCHOOLS.

KADIAK DISTRICT.

Kadiak.—C. C. Solter, teacher; enrollment, 69; population, Russian Creoles. Mr. Solter writes: "I opened school on the 8th of September. The number enrolled the first day was 27. The appearance of the children impressed me favorably. All came neatly dressed and clean; their faces showed signs of intelligence and they very soon showed their desire to learn. Most of the pupils are anxious to be on time in the morning, and some frequently went without their breakfast rather than be tardy. On the whole the school has made as rapid progress as could be expected. All that were regular in attendance have done well, while some have done exceedingly well. The deportment of my pupils has been such as to deserve commendation. I have never seen a class of better behaved children than I have in my school, and consequently the government of the same has not been a very difficult task. We had an entertainment at the close of school, which was quite a success. The visitors enjoyed the exercises very much, especially the singing, and were loud in their praises. The children take the greatest delight in singing, and as I have secured the use of an organ for next winter, a lively time is expected. I am studying the Russian language and shall soon be able to converse with the parents in their own tongue."

Afognak.—Mrs. C. M. Colwell, teacher; enrollment, 35; population, Russian Creoles. The prevalence of an epidemic during the early part of the year interfered greatly with the attendance upon school. There is a great deal of poverty in the district in which Afognak is situated, and the teacher in the kindness of her heart frequently supplied her pupils with material as well as intellectual food. She writes that here, as in all the other schools in Alaska, the children are bright and anxious to learn.

Unga.—O. R. McKinney, teacher; enrollment, 33; population, Russian Creoles. Mr. McKinney writes: "I was greatly encouraged by the personal appearance of the pupils and by the interest they took in their studies after I had started them in their work. It took me some time to get them to talk to me or even to speak English at all, although I knew that some of them could speak English quite well. I overcame this by degrees, however, and then forbade them to speak either in Russian or Aleut. The result of this is that they now talk to each other in English instead of Russian. They have advanced much more rapidly than I expected."

SITKA DISTRICT.

Juneau No. 1.—Lilly O. Reichling, teacher; enrollment, 26; population, Americans. Owing to the fact that a number of parents whose children had attended school moved away from the town during the year, the number of pupils enrolled was slightly smaller than during the previous year. However, the seating capacity of the present school house is severely taxed, but the narrow limits of the Congressional appropriation made it impossible to erect a larger building.

Juneau No. 2.—Mrs. W. S. Adams, teacher; enrollment, 75; population, Thlingets. Mrs. Adams is enthusiastic in her commendation of the aptitude of the native children. She writes: "The year has been a profitable one, and the influence of education is plainly discernible in the intelligent faces of the little brown children. We have a special day set apart for visitors, and those who come express surprise and admiration at the intelligence displayed by our pupils. The children have formed themselves into a society, elect their own officers, conduct their own meetings, and do it in a manner that astonishes people who visit the school."

Douglas No. 1.—Mrs. A. M. Clark, teacher; enrollment, 25; population, American. The Treadwell gold mine, the largest gold mine in Alaska, is situated upon Douglas Island, and this school is attended by the children of the miners employed there. Mrs. Clark displayed great energy in interesting and advancing the pupils under her care. During the year a literary entertainment was held, the proceeds of which were used in purchasing an organ for the use of the school.

Douglas No. 2.—Miss Millie Mohler, teacher; enrollment, 24; population, Thlingets. The majority of the children in regular attendance upon this school are inmates of the home maintained upon Douglas Island by the Friends' Mission. Miss Mohler writes: "In addition to other studies I have taught sewing to boys and girls alike. They pieced and quilted a patchwork quilt that would have done credit to our grandmothers, besides mending clothes and working in letters and cardboard."

Killisnoo.—E. M. Calvin, teacher; enrollment, 33; population, Thlingets and Russian Creoles.

Sitka No. 1.—Miss Cassia Patton, teacher; enrollment, 59; population, Americans and Russian Creoles. This school is attended by the children of the Government officials at Sitka, and the teacher being one of the most experienced and efficient in the Territory, the school is one of the most satisfactory in Alaska.

Sitka No. 2.—Mrs. Lena Vanderbilt, teacher; enrollment, 54; population, Thlingets. Here, as elsewhere in the Territory, irregularity in attendance was the greatest drawback to progress. The Thlingets are a sociable people. During the spring the natives visit their friends in the neighboring settlements, and at that season the beautiful waters of the magnificent fjords are covered with canoes carrying whole villages of natives—men, women, and children, on social pleasures bent. Later in the season hunting and fishing expeditions are in order. Carelessness as to prompt attendance is also a great discouragement to the teacher. Mrs. Vanderbilt writes: “While many of the natives have clocks in their houses, few of them are ever wound up, and when they are a very small number keep anything like the correct time. The increase in attendance during the winter was due to a great extent to the exertions of the local school committee, who visited the native villages from time to time in the interests of the schools.

“The natural intelligence of the native children, the general interest they show while in school, and the advancement many of them have made are all matters of encouragement to the teacher. Some have advanced far enough to appreciate the value of their studies, and I expect that gradually the influence of their advancement upon the other children who do not attend school will be very beneficial.

“I desire to note the uniformly good behavior of the pupils while in the school room. They seldom require reproof or correction; they are generally attentive and give me no trouble whatever.”

Wrangell.—Miss E. Tolman, teacher; enrollment, 49; population, Thlingets. Miss Tolman writes: “When I entered upon my duties my hopes for the rapid advancement of the class before me were not very bright. Perhaps it was because I realized the extent of the undertaking that the results of my efforts have surpassed my brightest expectations. Be that as it may, my opinion of the brain power of the natives of Alaska has materially changed since I have become acquainted with it. Those of my class who have mastered the art of how to study have done remarkably well. Not only have they done well in their regular lessons from books, but they manifest great interest in various subjects that I introduce as a change.”

Jackson.—Mrs. Clara G. Gould, teacher; enrollment, 100; population, Hydah. This school is the most isolated in southeast Alaska. During the seven years of its existence it has been under the charge of Mrs. McLeod, who thoroughly understands the dispositions of the natives, and she has succeeded wonderfully well in training and elevating the younger natives at Jackson.

Haines.—Rev. W. W. Warne, teacher; enrollment, 89; population, Thlingets. Mr. Warne writes: “The school has made better progress than I could have expected. Indeed, I feel quite delighted with some of the results. Some of my scholars have certainly made excellent progress. Those who commenced last fall did not know the alphabet, and by the end of the term were well along in the second reader. Everybody seems friendly and glad to have the school.”

MISSION SCHOOLS OF THE CHURCH OF ENGLAND.

Rev. T. H. Canham, who for the past year kept a good school at the mouth of the Tanana, has this fall removed several hundred miles up the river to Fort Selkirk, where he intends opening a new school.

The school at Buxton will probably be conducted by Bishop Bompas, assisted by Dr. Toty.

THE KILLING OF CHARLES H. EDWARDS AND THE OUTRAGE UPON J. E. CONNETT.

In August, 1891, a schoolhouse was built and a school established at Kake village, an isolated settlement on Kupreanoff Island, about 100 miles south of Douglas Island, in a wild region quite beyond the influences of civilization. The school was given in charge of Mr. Charles H. Edwards, who had been very successful as teacher of the native school at Douglas. In his new field he was 50 miles from the nearest white man. Among the supplies furnished to Mr. Edwards were an organ and a stereopticon, and he soon succeeded in attracting the natives. In a short time the small schoolhouse was filled to its utmost capacity, and it became necessary to divide the school into three sections. In the morning the small children came and kindergarten work occupied their attention; in the afternoon reading and writing were taught to the young people, and in the evening a session was held at which no books were used, the efforts of the teacher being directed to giving his pupils practice in conversing in English.

It was not long before troubles came. Whisky found its way into the village. In one of his letters Mr. Edwards writes:

“Yes; I am lonely. Not a white face have I seen since our steamer left us. Two nights ago a canoe brought in quite an amount of whisky. One chief and all his retinue were gloriously drunk. All night long they kept up an infernal hammering



PUPILS AT MISSION HOME, UNALASKA, 1892. SUPPORTED BY METHODIST WOMAN'S HOME MISSION SOCIETY OF THE UNITED STATES.

on an Indian drum, and the maudlin voices of men and women mingled in savage songs. I could not sleep. Next morning I went around to see what was the matter, and such a sight as met my eyes! Half nude human beings in all attitudes, their staring, intoxicated eyes reminding one of an insane asylum. The only thing you can do with a drunken man is to let him sober up. No impression made upon him is lasting. So I let them finish their revel, as they could get no drunker. Since they have sobered up they are ashamed to speak to me. I am becoming an ultra whisky hater."

The account of the final tragedy and subsequent occurrences is best given in the words of the examiner who, under instructions of the Department of Justice, investigated the matter:

"Toward the evening of January 10, 1892, a sloop with Malcolm Campbell and Emery Elliott on board came into the harbor about 3 miles from the Indian village, and commenced trading whisky to the Indians. What Mr. Edwards knew concerning this illicit traffic we shall never know; suffice it to say that an Indian named Squanish purchased \$5.50 of whisky from them, which, when Mr. Edwards found out, he poured into the bay. They offered his interpreter, Jimmie Coffin, whisky to drink, but he refused. They gave Tah a hoo whisky to drink and he drank it. They gave whisky to the six or eight Indians who went in advance of Mr. Edwards' party and went into the cabin of the sloop. Mr. Edwards had been frequently annoyed by the results of the sale of liquor to the Indians, and his own life had many times been jeopardized. He therefore resolved to see with his own eyes and convince himself that the parties then in the harbor with the sloop were violating the laws of the land, and if they were that he would exercise his right as a citizen and his duty under the laws of Oregon to arrest them and take them forthwith with all speed to Wrangel and there deliver them up to the authorities. For this purpose he called a meeting of the Kake Indians at the school house; he informed them of the objects of the meeting. After opening the meeting with a song he requested 14 volunteers to assist him in finding out whether these men on the sloop were actually violating the law or not, and, if they were, to go prepared to arrest them and start immediately to Wrangel—not armed to the teeth nor with handcuffs—but with small cords in his pockets, to bind them safely and conduct them thither.

"A canoe with the larger number of the volunteers proceeded to the sloop under his directions to find out what was being done on board, and he followed himself in a smaller canoe with the rest of the volunteers. When he arrived at the sloop the Indians who had preceded him were engaged in drinking whisky furnished by the occupants of the sloop. Mr. Edwards was particular to see for himself that the Indians were drinking. He was particular to know that it was whisky they were drinking. Then he gave orders to bind the two men. The cabin was small, and with the two men and the six or more Indians in it there was not much chance to do anything. The Indians informed him that the men were getting the advantage of them then he had those Indians on the outside who could not get in tear the roof off the the cabin, and he threw down the ropes he had with him to bind them. This having been done he began to clear the sloop for sailing. He had the anchor raised and requested all the Indians to leave the sloop and return to the village, leaving him only and two Indians to man the sloop. He had the Indians take on shore with them a revolver and a rifle, presuming no doubt that they were all the firearms on board. These he ordered to be placed in the schoolhouse. The Indians also took a field-glass and the keg, which was partially filled with whisky. When alone on the sloop with these two Indians and the two desperate smugglers he had not counted on the possibility of any more firearms being on board, but Malcolm Campbell, the owner of the sloop, managed to get his left hand loose, reached under the foot of the bed and got a revolver, and shot at Mr. Edwards three several times, mortally wounding him, and immediately thereafter shot the other two Indians, one with the revolver, so that he jumped into the water and never afterward was seen or heard of. The other while attempting to escape by swimming was shot at with his rifle and he was never more seen or heard of. Campbell's associate on the sloop, Emery Elliott, managed to get his hands loose and cut the cords which bound Campbell's feet, and thus both were liberated. They then proceeded to get away from the place. They found the anchor already up, and they said that they attempted to make Wrangel with the wounded man, but they said the winds were contrary. They next tried to make Juneau, but met with a head wind and could not. They, however, reached a point near Point Gardner. After this they sailed for Killisnoo and were there met by Dan Campbell, a retail liquor dealer of Douglas City, who with another party started out of Douglas in another sloop hunting for them, fearing from their long absence that they had met with an accident or been captured. Here Jimmie Blaine saw the wounded man, Mr. Edwards, all but unconscious, he being the only known white man, other than Campbell and Elliott, who saw Mr. Edwards alive and conscious, or partially so, after receiving his wound. Here he was furnished with the only food he obtained since receiving the wounds three days before,

yet strange to say, this man Jimmie Blaine was never called upon to testify in any of the cases or at the coroner's inquest.

"The object of their devious sailing was accomplished. The victim was unconscious, no ante-mortem statement could be got from him; dead men, or unconscious men, tell no tales. They arrived at Sitka about thirty-six hours after the infliction of the wounds, and the victim died about ten hours thereafter.

"A coroner's inquest was held over the remains, but the only testimony produced before the jury was that of the physicians as to the cause of his death, the clerk of the court as to the identity of the remains, and the testimony of the self-confessed murderer and his accomplice as to the manner of his receiving the wounds which caused his death. The jury, in writing, asked for further testimony, but none was furnished; they ask for instructions, but they are informed by the U. S. commissioner, *ex officio* coroner, that instructions are useless; that it is simply a case of piracy—piracy on the high seas. And, of course, Malcolm Campbell is justified in the deed."

Subsequently, Malcolm Campbell and Emery Elliott were convicted of giving liquor to Indians and were fined \$40 each, in satisfaction of which Malcolm Campbell served in jail six days and paid \$28, and Emery Elliott was confined in jail ten days and paid \$20.

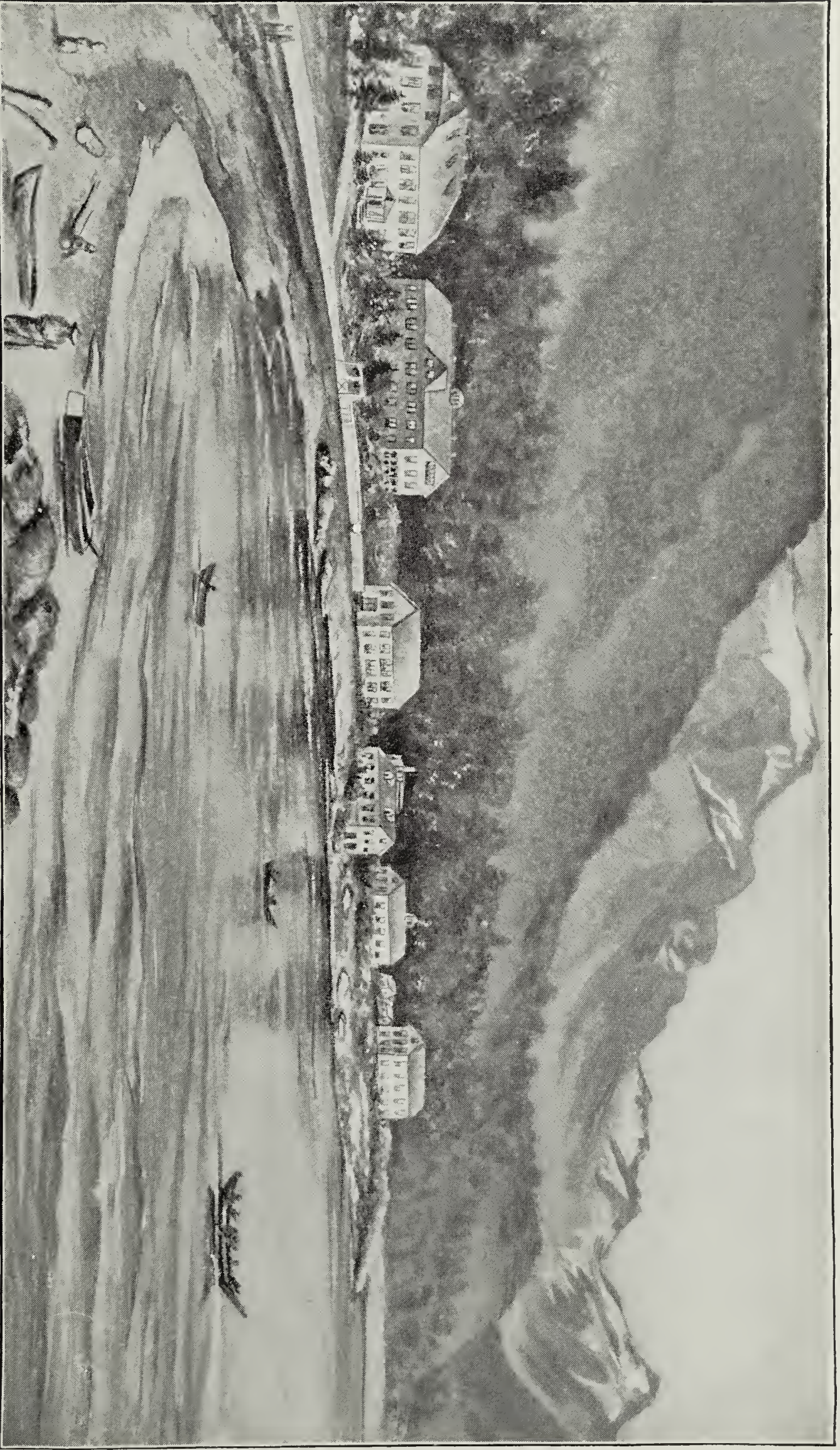
Campbell was also held for manslaughter in the sum of \$1,000, but his case when presented to the grand jury at Juneau was ignored by them.

For writing a statement of the whole affair, Dr. James E. Connett, of the Friends' mission at Douglas, was waited upon by a band of masked outlaws, called out of bed at about midnight on April 24, upon the pretext that a miner had been badly injured and needed surgical attendance, and deliberately tarred and feathered.

As soon as the miners at the Treadwell mines, Douglas City, heard how Dr. Connett had been outraged, they held a meeting and resolved to raise \$500 to assist in bringing to justice the perpetrators of the crime. However, no efforts were made by the officials to ferret out the matter.

TABLE 1.—Enrollment and monthly attendance, 1891-1892.

Schools.	Number of days taught.	Number enrolled during year.	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		Mar.		Apr.		May.		
			Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	
<i>Public.</i>																					
Sitka—																					
No. 1	191	59	56	46	55	45	51	42	49	37	37	23	36	30	41	34	38	26	34	26	
No. 2	192	54	25	15	32	15	50	30	42	25	32	18	20	15	20	15	15	12	12	12	
Juneau—																					
No. 1	191	26	17	15	22	18	21	16	21	18	19	17	16	9	15	11	16	11	17	12	
No. 2	190	75	30	25	26	20	30	22	31	23	49	28	35	23	33	25	38	27	27	21	
Douglas—																					
No. 1	191	25	25	20	24	22	24	22	21	18	22	19	22	19	21	18	22	18	24	19	
No. 2	187	24	17	15	19	17	18	16	15	14	17	14	17	14	19	16	19	16	18	17	
Killisnoo	44	33	29	14	28	12															
Wrangel	191	49	26	20	23	20	32	24	36	29	21	12	31	13	13	10	9	8	10	19	
Jackson	188	100	30	19	29	19	55	26	54	28	88	57	93	61	36	29	33	26	35	24	
Haines	192	89	18	3	30	7	47	27	53	29	51	23	48	19	46	15	34	13	22	5	
Klawack	44	38	28	10	14	6															
Kake	64	60			14	4	18	10	60	44											
Kadiak	176	69	37	18	40	26	47	30	44	25	43	34	42	30	49	28	50	18	44	26	
Unga	162	33			26	21	26	22	24	19	26	19	24	20	24	21	29	20	31	27	
Karluk	195	29	26		26		27		27		27		27		28		29		29		
Afognak	147	35					29	20	28	18	28	16	30	20	26	13	32	21	23	17	
<i>Contract.</i>																					
Anvik	128	36					32	22	34	24	32	25	33	25	33	24	29	22			
Point Hope	171	78			47	13	64	25	68	37	70	39	69	43	65	43	71	36	38	7	
Metlakahla	161	154	106	64	130	77	108	70	118	77	135	99	83	63	91	58	74	51	62	44	
Bethel	192	34	30	28	29	27	27	26	27	25	25	13	21	20	21	16	12	9	8	7	
Carmel	192	29	17	16	24	18	22	18	21	20	21	18	19	18	21	19	19	18	19	18	
Hoonah	125	171			63	22	86	30	119	46	104	31	53	24	101	22					
Sitka	192	157	139		139		139		139		137		137		137		134		134		
Point Barrow	170	33			17	5	18	5	14	8	20	12	16	4	12	5	14	4	16	4	
Unalaska	192	35	17	17	20	19	20	19	20	19	19	16	20	19	20	19	20	19	20	19	
Nulato		20																			
Kosoriffsky	192	73	73		73		73		73		73		73		72		72		72		
Cape Vancouver		20																			
Cape Prince of Wales	192	168	105	100	163	120	147	121	147	90	149	126	122	96	122	107	114	93	114	90	
Unalaklik	150	72	28	12	49	27	58	27	58	30	47	27	39	20	35	13					
Yakatat	170	57			27	17	47	23	55	34	57	27	49	20	29	18	31	17	25	15	



Austin hall, boys.

Kelly hall, girls.

Church.

Museum.

Parsonage.

Hospital.

Mountain of the Cross.

Shepard industrial building.

Model homes.

PRESBYTERIAN INDUSTRIAL TRAINING SCHOOL, SITKA, ALASKA.

TABLE 2.—Number in sundry branches of study.

Schools.	Primary charts.	First and second readers.	Third and fourth readers.	Spelling.	English language lessons.	Geography.	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance hygiene.	United States history.	Writing.	Use of tools.	Sewing.
<i>Public.</i>															
Sitka—															
No. 1	16	20	20	32	56	20	40	....	....	32	....	9	56	....	....
No. 2	28	....	20	50	....	2	50	1	50	....	50	....	50	....	18
Juneau—															
No. 1	3	5	12	19	13	8	18	6	....	6	8	6	21	....	....
No. 2	12	12	13	37	25	13	25	....	....	....	25	....	25	....	....
Douglas—															
No. 1	5	8	6	14	11	11	11	11	25	....	11	8	11	....	....
No. 2	5	8	....	12	....	12	12	....	12	....	12	....	12	....	19
Killisnoo	22	5	1	4	....	2	6	....	29	....	....	....	29	....	....
Wrangel	13	14	9	36	9	9	36	....	36	....	9	9	36	....	....
Jackson	34	33	12	20	14	9	32	4	93	9	9	....	93	14	4
Haines	22	31	....	20	....	....	2	....	....	....	....	....	18	....	1
Klawack	10	16	2	....	....	2	10	....	....	2	2	....	11	....	....
Kake	60	....	....	....	60	....	60	....	60	....	60	....	60	1	....
Kadiak	15	13	19	30	11	9	27	....	....	....	6	....	33	....	....
Unga	12	15	4	19	2	....	15	....	....	....	31	3	31	....	....
Karluk	29	6	....	11	....	....	29	....	29	....	....	....	29	....	....
Afognak	9	19	4	23	22	15	22	....	23	....	23	4	27	....	26
<i>Contract.</i>															
Anvik	13	8	....	12	34	34	34	....	....	....	....	....	14	....	....
Point Hope	44	27	....	....	56	....	27	....	....	....	....	....	27	....	....
Metlakahtla	17	49	17	83	83	66	83	47	....	66	....	66	83	....	20
Bethel	10	20	....	30	30	....	30	....	....	....	....	....	30	....	5
Carmel	8	6	3	9	....	3	17	....	....	3	3	....	11	6	3
Hoonah	73	45	....	45	....	32	32	....	....	....	....	....	32	....	....
Sitka .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Point Barrow	16	4	....	20	....	....	20	....	....	....	....	....	....	....	....
Unalaska .....	....	16	4	22	....	17	20	....	....	....	20	....	20	....	16
Nulato .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kosoriffsky .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Cape Vancouver .....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Cape Prince of Wales	163	....	....	163	....	163	163	....	....	....	....	....	81	....	....
Unalaklik	26	38	....	15	64	64	64	....	64	....	64	5	64	5	36
Yakutat	40	16	1	57	57	1	11	1	57	1	....	1	57	....	8

TABLE 3.—Highest enrollment, 1885-1892.

	1885-'86.	1886-'87.	1887-'88.	1888-'89.	1889-'90.	1890-'91.	1891-'92.
<i>Public schools.</i>							
Afognak	(a)	35	24	55	38	7	35
Douglas City—							
No. 1	(a)	(a)	67	94	50	23	25
No. 2	(a)	(a)	(a)	(a)	92	68	24
Fort Wrangel	70	106	106	90	83	93	49
Haines	84	43	144	128	(a)	(a)	89
Jackson	87	123	110	105	87	100	106
Juneau—							
No. 1	90	236	25	36	31	33	26
No. 2	(a)	(a)	67	58	51	51	75
Kadiak	(a)	59	81	68	67	80	69
Karluk	(a)	(a)	(a)	(a)	(a)	33	29
Killisnoo	(a)	125	44	90	32	68	33
Klawack	(a)	184	81	75	68	50	38
Sitka—							
No. 1	43	60	60	67	58	54	59
No. 2	77	133	60	51	83	55	54
Unga	(a)	35	26	(a)	24	(a)	33
Take	(a)	(a)	(a)	(a)	(a)	(a)	60
<i>Contract schools.</i>							
Sitka		100	86	170	164	164	157
Bethel		13	17	26	39	30	34
Carmel			21	20	31	18	28
Nulato							20
Kosoriffsky					29	51	73
Anvik				30	35	44	36
Metlakahla			170	166	179	171	154
Hoonah						171	171
Point Barrow						38	33
Cape Prince of Wales						304	168
Unalaska	45				30	47	35
Point Hope						64	78
Cape Vancouver							20
Unalaklik							72
Yakutat							57

a No school.

TABLE 4.—Amounts contributed by the churches and Government to the contract schools.

Contract schools.	Pupils, 1891-'92.		Expended by Government.					Expended by societies, 1891-'92. (a)	
	Board-ers.	Day.	1887-'88.	1888-'89.	1889-'90.	1890-'91.	1891-'92.	Name.	Amount.
Anvik	5	31	\$500	\$1,000	\$1,000	\$1,000	\$1,000	Episcopal	\$1,187. 61
Point Hope		78	(b)	(b)	1,000	2,000	2,000		
Metlakahla	7	147	(b)	2,500	3,000	3,000	2,500	Independent..	5,000. 00
Bethel	34		500	1,000	1,000	1,000	1,000	Moravian.....	6,613. 37
Carmel	18	10	300	1,000	1,000	1,000	1,600		
Hoonah		171	(b)	(b)	(b)	200	2,000	Presbyterian .	31,724. 65
Sitka industrial school.	157		(b)	12,500	18,000	15,000	11,000		
Point Barrow		33	(b)	(b)	1,000	2,000	2,000	Methodist	1,953. 53
Unalaska	18	17	(b)	(b)	1,200	2,000	2,000		
Nulato		20	(b)	(b)	1,500	3,050	1,000	Catholic	10,300. 00
Kosoriffsky	62	11	(b)	(b)	1,500		1,000		
Cape Vancouver		20	(b)	(b)	(b)	(b)	1,000	Congrega-tional.	4,107. 65
Cape Prince of Wales.		168	(b)	(b)	1,000	2,000	2,000		
Unalaklik	47	25	(b)	(b)	(b)	(b)	1,000	Swedish-Evan-gelical.	7,325. 00

a Amounts expended by missionary associations, in addition to subsidies received from the Government.

b No school or no subsidy.



MRS. TILLIE PAUL AND CHILDREN. NATIVE TEACHER, SITKA INDUSTRIAL SCHOOL.

Appropriations for education in Alaska.

First grant to establish schools, 1884	\$25,000
Annual grants, school year—	
1886-'87.....	15,000
1887-'88.....	25,000
1888-'89.....	40,000
1889-'90.....	50,000
1890-'91.....	50,000
1891-'92.....	50,000

PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, \$1,200; assistant agent of education for Alaska, William Hamilton, Pennsylvania, \$1,200; superintendent of schools for the southeastern district, James Sheakley, Pennsylvania, \$480.

During the past three years the schools in southeastern Alaska have been under the direct supervision of Hon. James Sheakley, to whose judicious oversight their success has largely been due. Mr. Sheakley, having decided to return to the States, resigned his position as superintendent of schools for the southeastern district, and was succeeded by Mr. W. A. Kelly, formerly superintendent of the Industrial Training School at Sitka. Mr. Kelly entered upon his duties on May 1, 1892.

ADVISORY BOARD.

Hon. Lyman E. Knapp, governor of Alaska, Vermont, \$200; Hon. John S. Bugbee, U. S. district judge, California, \$200.

LOCAL SCHOOL COMMITTEES (WITHOUT SALARY).

Sitka, Edward de Groff, N. K. Peckinpugh, John G. Brady; Juneau, Karl Kochler, John G. Heid, Eugene S. Willard; Douglas, P. H. Fox, G. E. Shotter, S. R. Moon; Wrangel, Thomas A. Willson, Rufus Sylvester, W. G. Thomas; Jackson, J. W. Young, W. D. McLeod, G. Loomis Gould; Metlakahtla, W. Duncan, D. J. Leask; Kadiak, N. Kashevaroff, F. Sargent; Unga, N. Guttridge, M. Dowd; Unalaska, N. S. Reesoff, N. B. Anthony.

Teachers of public schools.

Name.	State.	School.	Salary.
Mrs. W. S. Adams.....	Alaska.....	Juneau, No. 2.....	\$720
E. M. Calvin.....	Iowa.....	Killisono.....	900
Mrs. A. M. Clark.....	Kansas.....	Douglas, No. 2.....	720
Mrs. C. M. Colwell.....	Alaska.....	Afognat.....	720
C. H. Edwards.....	Kansas.....	Kake.....	900
N. Faodorff.....	California.....	Karluk.....	900
Miss M. Mohler.....	Kansas.....	Douglas, No. 2.....	720
O. R. McKinney.....	Pennsylvania.....	Unga.....	1,000
Mrs. C. G. McLeod.....	West Virginia.....	Jackson.....	720
Miss C. Patton.....	Pennsylvania.....	Sitka, No. 1.....	900
Miss L. O. Reichling.....	California.....	Juneau, No. 1.....	720
C. C. Solter.....	Washington.....	Kadiak.....	1,000
Miss E. Tolman.....	Oregon.....	Wrangel.....	720
Mrs. L. Vanderbilt.....	do.....	Sitka, No. 2.....	720
W. W. Warne.....	New Jersey.....	Haines.....	900
H. C. Wilson.....	Ohio.....	Klawack.....	720

TEACHERS AND EMPLOYÉS IN CONTRACT SCHOOLS.

Anvik (Episcopal).—Rev. John W. Chapman, Vermont; Rev. O. Parker, Oregon.
 Point Hope (Episcopal).—John B. Driggs, M. D., Delaware.
 Kosoriffsky (Roman Catholic).—Rev. Paschal Tosi, Sister Mary Stephen, Sister Mary Joseph, John Burke, John Nagro, Mrs. Emma Bandouin, Sister Mary Paulina.
 Cape Vancouver (Roman Catholic).—Rev. Joseph Treca, Rev. Paul Muset, Mr. John Rosati.
 Nulato (Roman Catholic).—Rev. Robaut, Rev. Ragaru.
 Bethel (Moravian).—Rev. John H. Kilbuck, Rev. Ernst L. Weber, Mrs. John H. Kilbuck, Mrs. E. L. Weber, Miss Lydia Lebus.
 Carmel (Moravian).—Rev. F. E. Wolff, Mrs. F. E. Wolff, Miss Mary Huber, Miss Emma Huber, Rev. J. A. Schoechert.

Cape Prince of Wales (Congregational).—Mr. H. R. Thornton, of Virginia; Mr. W. T. Lopp, of Indiana.

Point Barrow (Presbyterian).—Mr. Leander M. Stevenson, of Ohio.

Sitka (Presbyterian).—W. A. Kelly, principal; Rev. E. A. Austin, chaplain; Miss Anna R. Kelsey, matron of girls' department; Mrs. A. E. Austin, matron of boys' department; Mrs. S. A. Saxman, assistant matron of boys' department; Mrs. M. C. De Vore, teacher of schoolroom No. 2; Mrs. Clarence Thwing, teacher of schoolroom No. 1; Miss Frances Willard (native), primary teacher; Miss Mate Brady, in charge of sewing department; Mrs. Maggie Simson, in charge of laundry department; Miss Kate A. Rankin, in charge of cooking department; Mrs. Josie Overend, in charge of girls' hospital; Mrs. Tillie Paul (native), in charge of boys' hospital; Miss Georgie Guest, in charge of teachers' cooking department; Mr. J. A. Shields, carpentry department; Mr. A. T. Simson, boot and shoe department; Mr. Ernest Struven, cooper department; Mr. John Gamble, general work; Dr. Clarence Thwing, physician; William Wells (native), interpreter.

Unalaska (Methodist).—Mr. John A. Tuck, Mrs. John A. Tuck, and Miss Lydia F. Richardson.

Metlakahtla.—Mr. William Duncan, Mr. James F. McKee, Mrs. James F. McKee.

Unalalaklik (Swedish Evangelical).—Rev. Axel E. Karlson, Augustus Anderson, David Johnson, Miss Hannah Swenson.

Yakutat (Swedish Evangelical).—Rev. Albert Johnson, Rev. K. J. Henrickson, Miss Anna Carlson, Selma Peterson, Agnes Wallin.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

Hoonah (Presbyterian).—Rev. John W. McFarland, Mrs. M. D. McFarland, Fred-eric L. Moore (native).

Juneau (Presbyterian).—Rev. Eugene S. Willard, Mrs. E. S. Willard, Miss Elizabeth Matthews, Miss Margaret Dunbar, Rev. S. H. King, Mrs. S. H. King.

Juneau (Roman Catholic).—Rev. John Althoff, Sister Mary Zeno, Sister Mary Peter, Sister Mary Bousecouer.

Jackson (Presbyterian).—Mrs. A. R. McFarland, Miss C. A. Baker, Rev. J. Loomis Gould, Mrs. J. L. Gould.

Douglas (Friends).—Mr. S. R. Moon, Mrs. S. R. Moon, Mr. E. W. Weesner, Mrs. E. W. Weesner, Mr. C. H. Edwards.

St. Paul Island (North American Commercial Company).—Simeon Milevedoff.

St. George Island (North American Commercial Company).—A. L. Noyes, M. D.

Nuklukahyet Yukon River (Church of England).—Rev. and Mrs. T. H. Canham.

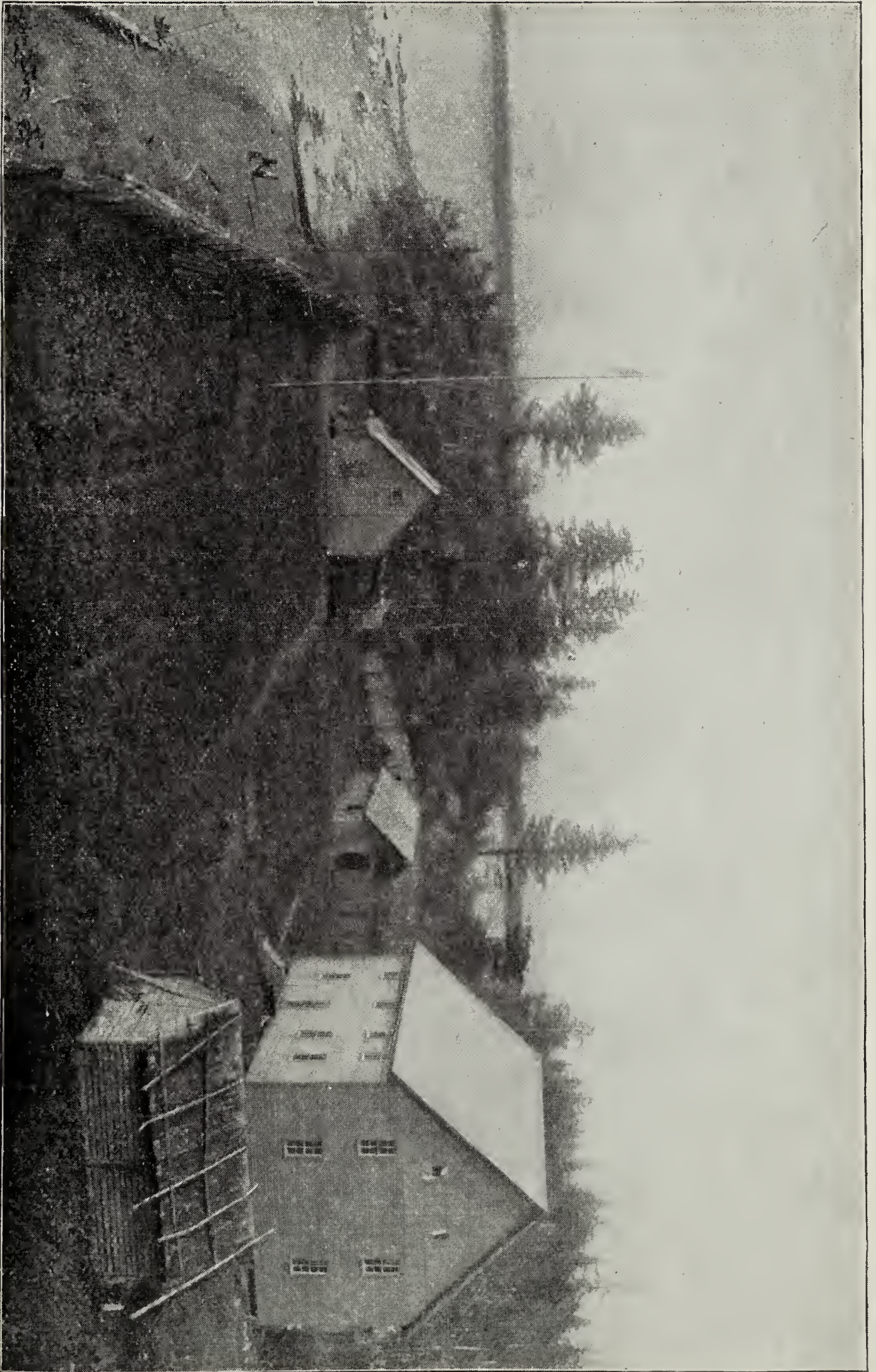
Buxton, Yukon River (Church of England).—Rt. Rev. Bompas.

Rampart House, Yukon River (Church of England).—Rev. C. G. Wallis.

SUPERVISION.

In accordance with your instructions, and by the courtesy of the honorable Secretary of the Treasury and Capt. L. G. Shepard, acting chief of the Revenue Marine Division, I was allowed transportation on the U. S. S. *Bear*, Capt. M. A. Healy, commanding. On the 2d of May, 1892, I started for my third summer's work on the coast of Siberia and Arctic Alaska. We reached Unalaska on the 22d of May, where I found the school in a flourishing condition. From Unalaska we proceeded to the Seal Islands, where I secured the statistics of the schools kept by the North American Commercial Company, a statement of which has already been given. From the Seal Islands we went to St. Matthew Island, where the captain rescued one of a party of three who had been left on the island the preceding season for the purpose of hunting polar bear. The other two men were not found, and are supposed to have been drowned. From St. Matthew Island the ship passed directly over to Cape Navarin, Siberia, which was reached on the 6th of June. It was the intention to have secured a load of reindeer at this point, but the surf was so heavy that no landing could be made.

From Cape Navarin a course was taken to the settlement on the northwest point of St. Lawrence Island, where the village and schoolhouse were inspected. From St. Lawrence Island we attempted again to make the coast of Asia in the neighborhood of Indian Point, but, being headed off by the great fields of ice, the captain changed his course and attempted to make King Island, in doing which he got fast in the ice, and was only able to reach the mission school at Cape Prince of Wales. But, after being kept three days a prisoner in the ice, the captain determined to break his way through. The shocks received made the ship tremble from bow to stern. In attempting to force his way through the ice, he broke one of the blades of the propeller, but by continuous work finally reached clear water to the eastward, and on the 15th of June moored the ship to a large field of ice off Kadiak Island.



SWEDISH EVANGELICAL UNION MISSION, YAKUTAT, ALASKA.

This was the village that last September we found to be in a starving condition, but the food so generously issued by Capt. Healy had tided them over until the seal and the walrus came in their vicinity, so that we found them in good condition. Being anxious to ascertain the fate of the teacher at Cape Prince of Wales, an effort was made to reach that point through the ice. After great difficulty in ramming his way through the ice, we came on the morning of the 16th of June within 4 miles of the place where, the ice being too solid for further progress, the captain very reluctantly turned and made for Golovin Bay, where it had been reported that some miners were out of provisions and in a starving condition. At Golovin Bay communication was opened with the miners. While waiting for the party to get ready to sail, a flying trip was made to St. Michael, where the teachers, missionaries, and traders along the great Yukon River were waiting for the annual vessel and supplies from San Francisco. On the 21st of June the miners at Golovin Bay were taken on board, and on the 22d taken to St. Michael. While at St. Michael I had an opportunity of conferring with the teachers and examining some of the pupils of the various schools.

The annual arrival of the steamer bringing missionaries and traders from up the Yukon River 2,000 miles is the great event of the year at St. Michael. The river steamer *Arctic* is here met by the ocean steamer *St. Paul*, from San Francisco, and for a week or two this little settlement, cut off from the world eleven months in the year, is a scene of bustling activity. The furs of all northern and central Alaska are gathered here for shipment to market, and the provisions and trade goods of civilization for the coming year are brought up for distribution in the interior. It is a unique gathering, the only one of the kind that now takes place in the United States. From over into the British possessions, Fort Selkirk, 2,000 miles or more up the river, comes Mr. A. Harper, a pioneer trader, who has been 20 years in the country. Business is so brisk that he is proposing to establish a branch store 200 miles farther up the stream, which will bring him within a few hundred miles of the settlements of southeastern Alaska. It is believed that a mail route should be established across the country from Juneau to the mines on the Yukon. A mail not exceeding 250 pounds weight could be carried for, making four trips a year, at a rate not to exceed \$1,500 the round trip. The best route is over the White Pass, which comes out on the Yukon at Windy Arm Lake. There is timber along the whole route. Winter on the Upper Yukon lasts from September to May. Rev. and Mrs. T. H. Canham, of Fort Adams, will open a new station there this fall.

In the United States Postal Guide is Mitchell Post-Office, Alaska. I do not believe that over 100 of the 60,000,000 American citizens, if asked, could designate its location on the map. It is 1,400 miles above the mouth of the Yukon, near the junction of Forty Mile Creek with the Yukon River, and is the only post-office for the country for 1,000 miles around. The postmaster is Mr. L. N. (Jack) McQueston, the trader, another pioneer trader of twenty years' standing. The office receives a chance mail from the States once or twice a year. The salary amounts to from \$2 to \$3 per year. Last winter 108 men wintered at Forty-Mile Creek, which, by the way, is a river hundreds of miles long. Mr. McQueston raised 9 tons of turnips. Barley and oats grow and ripen well. A frost on the 7th of August, 1891, killed the potatoes. The placer gold mines in the neighborhood of this trading post yield from \$75,000 to \$80,000 worth of gold dust each season. It would be money well expended towards the development of the country if Congress would make an appropriation for opening up a trail from the coast at Chilcat to the headwaters of the Yukon, and give the hardy miners a more frequent mail.

Near the trading station, on the east side of Forty-Mile Creek and south side of the Yukon River, is Buxton, the location of St. John's Mission of the English Church. This mission was established in 1888, the first missionary being Rev. J. W. Ellington. In 1890, through privations and hardships, he became insane, and in 1891 was returned to his friends in England. His station will be occupied by Right Rev. Bompas, Bishop of McKenzie River, for two years at Fort Adams.

Rampart House: This is a Church of England Mission and a Hudson's Bay Company's trading station on the Porcupine River, one of the tributaries of the Yukon. It was established in 1874. During the international boundary survey, by Messrs. Turner and McGrath in 1890-'91, it was found to be 20 miles within the lines of the United States. Consequently, in 1891 the place was moved 20 miles farther up the river to get within the British jurisdiction. In the summer of 1891 Rev. C. C. Wallis went by the way of San Francisco to England, returning this season.

Fort Yukon: The old buildings at Fort Yukon have been taken down by the Alaska Commercial Company, and the logs cut up for fuel for the steamer's furnaces.

On the Upper Yukon, last winter, fish gave out in January, and the natives subsisted on rabbits. On the Keokuk, above Nulato, 3 or 4 died of starvation. One native subsisted on soup made from an old bearskin.

St. James' Mission, at old Fort Adams, was established by Rev. T. H. Canham, of the Church of England, in 1888. Mrs. Canham was the first white woman to cross

the Rocky Mountains north of the Arctic Circle in winter. This she did with her husband on snow-shoes in 1888. The mission is 4 miles up the Yukon, on the north side of the mouth of Tonikokat River and 18 miles below the mouth of the Tanana. In 1891 Rev. J. L. Prevost was sent to this station by the Missionary Society of the Methodist Episcopal Church. Mr. and Mrs. Canham remained with him during the winter, and this summer removed to Buxton, leaving Mr. Prevost in sole charge of the station. At this school, the greatest attendance was 67, the least 15, and the average 32. During the winter of 1891-'92 they had 67 pupils in school; average daily attendance, 23. There are about 800 natives in Tanana Valley; about 200 on the Yukon, between Tanana and the boundary; about 100 permanently at Fort Adams, and about 75 at Tanana Station.

Tanana Trading Station: This station is 8 miles down the Yukon River from St. James' Mission, and is kept by Mr. G. C. Bettles. This station is the winter headquarters of the miners on the Koy-u-Kuk River.

St. Peter Claver's Mission (Roman Catholic Church) is on the northwest bank of the Yukon River, at the old American station, about $2\frac{1}{2}$ miles above the mouth of the Nulato River. There is also a trading station here, kept by a creole, H. Kokerine, who has been a resident of Alaska for forty years.

Anvik is the seat of Christ Church Mission of the Protestant Episcopal Church—on the south side of Anvik River and west side of the Yukon, at the junction. It was established in 1887 by Rev. Octavius Parker and Rev. John W. Chapman. Mr. Parker retired in 1889, and in 1890 Mr. Marcens O. Cherry was sent in his place. Mr. Cherry returns to the States this fall. The trading station is in charge of Dennis Belkoff, a Sitka creole.

Kozorifzky, Holy Cross Mission (Roman Catholic Church) is on the north bank of the Yukon, directly opposite the mouth of Shageluk Slough. This is their largest establishment in the Yukon River Valley, a school of 80 boarders, in charge of the following sisters of St. Ann (Mother House started in 1850, near Montreal), Mother Superior Mary Stephens, Sisters Mary Zephrena, Mary Prudence, Mary Joseph, Mary Englebert, and Mary Paulena. Father Tosi in 1891 raised 40 bushels of potatoes at the station, besides turnips (one of his turnips weighed 17 pounds and another $15\frac{1}{2}$ pounds) and cabbages.

Ikogmut, Russo-Greek Mission, Rev. Zacharias N. Belkoff, priest.

Eight miles up the Yukon River from Anfreieffski and on the Kon-e-Kova River, 2 miles above its mouth, is a trading station (north side), kept by Charles Peterson.

At Kublik (mouth of Yukon) is a station kept by a Kamkoff creole.

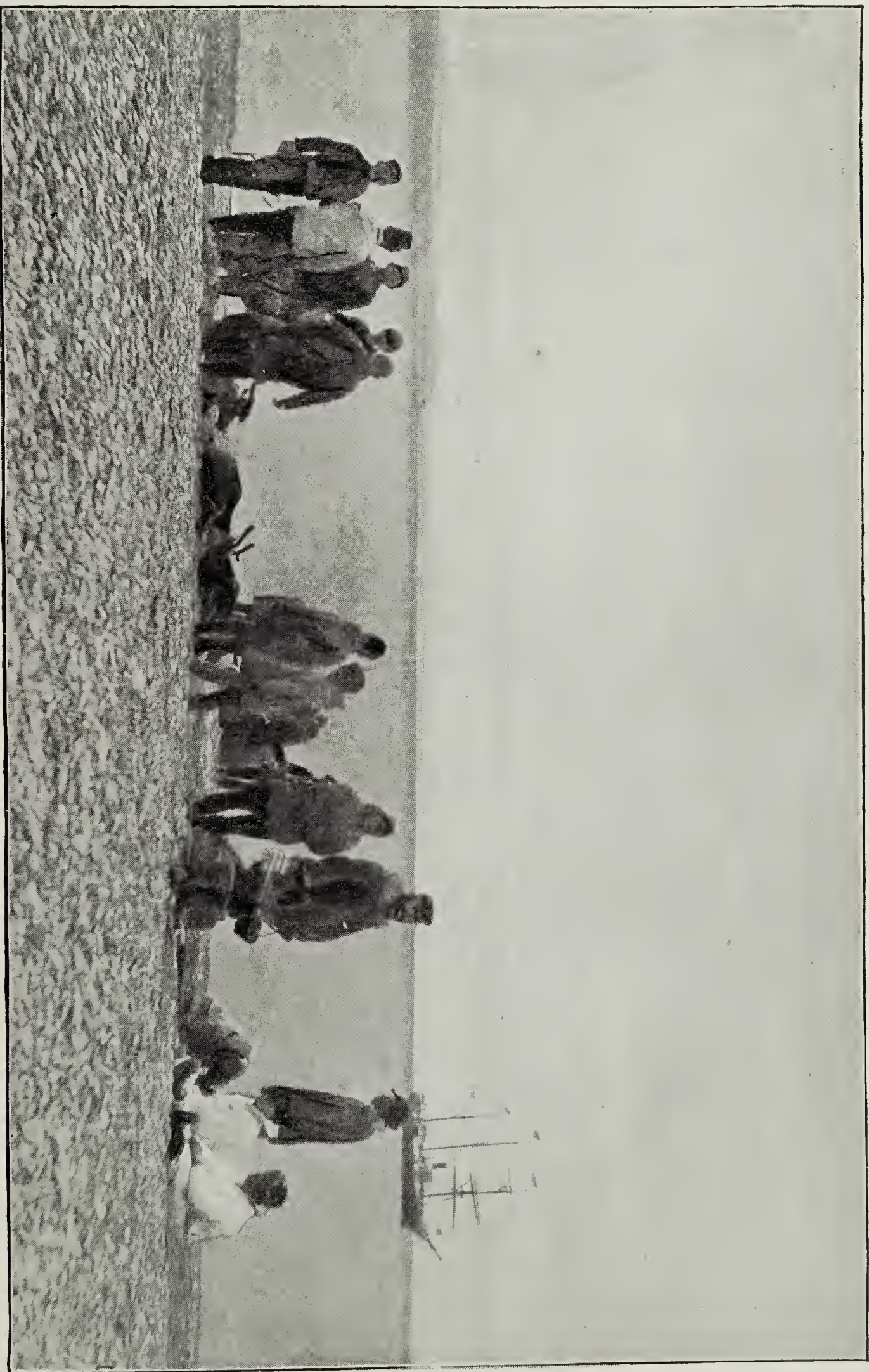
Unalacleet is a Swedish mission, composed of Rev. Axel E. Karlson, August Anderson, David Johnson, and Hannah Swenson. They had 72 children in school last winter, with an average attendance of 22. They also have a dozen or more boarders, and will enlarge their buildings this season. They are also talking of a station at Golovin Bay.

At Unalacleet is a living house, one and one-half stories high, 25 by 22 feet. The kitchen is 25 by 20 feet. The schoolhouse is two stories high, 20 by 22 feet. The workshop is 25 by 20 feet. There are a bath house and stables and several store houses. Four acres of ground are cleared up, upon which they will this year raise 70 bushels of potatoes. They have 2 bulls, 2 cows, and 3 goats.

Father Tosi, of the Roman Catholic Church, has selected a new site for a boarding-school, near Kusilvak Mountain, near the mouth of the Yukon River. He reports 1,500 natives as living between Cape Vancouver and the mouth of the Yukon.

Having transported the missionaries to St. Michael on the 23d of June, another start was made for Cape Prince of Wales, we anchoring in the port of Clarence on June 25, where we met Mr. W. T. Lopp, the teacher at Cape Prince of Wales. While at anchor at Cape Prince of Wales, the steam whaler *Newport* arrived from San Francisco, having on board Mr. and Mrs. Thornton and Miss Kittridge, for the mission school at Cape Prince of Wales; Mr. McClellan, a carpenter, for the erection of additional buildings at that point; Dr. Beaupre, for the Mission station at Point Barrow; also Messrs. Miner W. Bruce and Bruce Gibson, for the Reindeer Station. On the 28th of June, having been transferred to the steamer *Newport*, I visited the school and station at Cape Prince of Wales.

On the 29th of June I went ashore on what is known as the watering station, as the northeast side of Port Clarence Bay, and selected a site for the central and first reindeer station. A piece of driftwood had been set in the ground, with an empty barrel at its base, as a signal for ships. Upon this trunk of a tree we nailed our flag. A tent was borrowed from the missionaries at Cape Prince of Wales and another was furnished by Capt. Healey, which were kept on the spot to shelter the goods and supplies which a few hours afterward were landed from the steamer *Newport*. Port Clarence, which was known as Kaviyak Bay, was explored by Capt. Beechy, in August, 1829, and was named after the British King, then Duke of Clarence. The inner harbor was named after Lord Grantley, and Points Spencer and Jackson after distinguished officers of the royal navy. Port Spencer, at the extremity of a low



DR. SHELDON JACKSON LANDING THE FIRST DOMESTIC REINDEER ON THE AMERICAN CONTINENT, PORT CLARENCE, ALASKA, JULY 4, 1892.

sand spit which extends some 10 miles from the coast, forms the southern and western side of the harbor. This sand spit is low and marshy, with numerous lakes. From Point Spencer to Point Jackson, a distance of 2 miles, is the entrance to the bay. The northern and eastern shore of the bay rises from the sea to the mountains. Along the seashore are numerous lagoons and small lakes which, in their season, are covered with numerous wild fowl. The bay, in extent, is about 12 miles from east to west and 14 miles from north to south. At the extreme eastern end two narrow sand spits, extending from the northern and southern shores, inclose an inner harbor, called Grantley Harbor. The entrance is about one-third of a mile across. It extends about 9 miles from east to west and 3 miles from north to south. At the eastern end of Grantley Harbor is a second strait, about 300 yards wide, which connects with a third body of water or inland lake, called by the natives Imourouk. Into this lake empty two rivers, the Aghee-ee-puk and Cov-vee-arak. Along this line of water courses is an inland road to Grantley Bay and Norton Sound. To the north of Grantley Harbor Mus-ik-a-charne Peak rises to a height of 1,600 feet. At the head of the sand spit between Port Clarence and Grantley Harbor is a large lagoon, and between the reindeer station, at the beach, and the pass through the highlands, on the north, are about a thousand fresh-water ponds, or small lakes. At the extreme northeast corner of Port Clarence, near Grantley Harbor, and upon a small mountain creek, I selected the location of the headquarters of the reindeer station. A few miles distant from Grantley Harbor was the former location of the headquarters for this region of the Russo-American Telegraph Exploration of 1865 and 1867. The shores of the sound on the site of the reindeer station are formed of shingle, or water-worn stones. These shingled beaches become a marked characteristic of large sections of the coast in northern Bering Sea and Arctic Ocean. Of late years it has become the favorite rendezvous of the whaling fleet that gathers here about July 1 to await the arrival of a vessel from San Francisco with fresh provisions, coal, lumber, etc. It also enables them to ship the spring catch of whalebone to San Francisco before entering the dangerous Arctic. Upon my first visit, about July 2, 1890, twenty-five whalers were at anchor off Port Spencer, awaiting the arrival of the ship. On June 30 I returned on the *Bear*, and the next day the captain weighed anchor for South Head Sound, Lawrence Bay, Siberia.

From 2 to 8 o'clock p. m. we steamed through broken ice, and at 11:45 p. m. dropped anchor off the village. An officer and some men were at once sent ashore, and by 6:30 a. m. the ship's launch returned with the first load of reindeer. At this place we secured forty-one animals, also four native herders, who agreed to go with us and take charge of the herd on the American side. At 4 o'clock on the afternoon the captain dropped down the coast some eight miles to another camp, where twelve additional deer were secured, and at midnight weighed anchor and stood north, steaming through heavy fields of ice. At 4:30 our Asiatic interpreter, Rainbow by name, was landed at North Head, and at 5:30 that evening the ship came to anchor off the reindeer station. The surf being too heavy, nothing was done that evening. Bright and early on the morning of the 4th of July (6 a. m.) the first boat-load of the first herd of domestic reindeer in Alaska and on the the continent of America was landed. The deer, with their fore feet tied together, were taken ashore in the ship's launch and carried up from the beach on litters borne by the natives. They were then untied, hobbled, and turned loose. Three ran away and took to the hills, and the herders had a long chase; but they were finally recovered. One of the deer had his hind legs broken in Siberia and had to be killed. The ship was decorated with flags, in honor of the day. On the 5th of July Capt. Healy very kindly had his carpenters make a flag-staff for the station, which was landed that same evening and placed in position, after which the *Bear* started again for Siberia.

At noon, on the 6th of July, we anchored off Whalen, having been for an hour steaming through heavy fields of ice. Finding no reindeer in the vicinity of the village, anchor was weighed and the ship got under way, following the coast to the northwestward, coming to anchor two hours later off Enchowau, but at 10 o'clock was compelled to shift anchorage on account of the heavy fields of ice. The following day the ice compelled the captain to shift his position two or three times. At this place sixteen deer were procured and taken on board. At 9:40 anchor was again weighed and the start made for the reindeer station, steaming all night through heavy fog, and from 5 to 7 through heavy fields of ice, reaching Cape Spencer at 5:40. On the 9th of July the ship *America* was towed in the harbor, having on board, among other things, lumber, coal, and supplies for the reindeer station. On the 10th the captain run down to the reindeer station, unloaded the reindeer, and also 240 packs of coal, and 77 cases of pilot bread, all of which he had received from the bark *Percy Edwards*. On the 12th of July, going aboard the steamer *Newport*, which had taken on board the lumber for the building at the reindeer station from the bark *America*, I returned again to the station and superintended the landing of the building, returning to the *Bear* on the 13th.

On the 14th the *Bear* got under way for Siberia, from 1 to 2 p. m., steaming through large masses of broken ice. On the 15th we came to anchor off Cape

Serdze Kamen, Siberia, in latitude north, $67^{\circ} 27'$; longitude east, $180^{\circ} 20'$. This cape is the northernmost limit of the explorations of Bering, he having reached here August 15, 1728. The meaning of the name is "the heart of rock," because of a fancied resemblance of a heart in the face of the rocky cape. Along the coast to the westward are several native villages. The mountain peaks in the back country rise to an elevation of from 2,000 to 5,000 feet. Fresh-water lakes inland and lagoons along the shore everywhere abound. After Bering, this shore was visited by Capt. Cook's expedition in August 1778, when he struck the coast, coursing from Alaska as high north as North Cape. It was again visited on April 22, 1823, by Admiral von Wrangell in his fourth Siberian expedition.

At 9:30 a. m. Assistant Engineer Falkenstein and Surgeon S. J. Call went ashore after reindeer, bringing on board during the afternoon some twenty-one animals. The vessel was surrounded much of the time by heavy masses of drifting ice. The following day the captain was compelled to shift anchorage several times, the stock of his port anchor being carried away by the ice. On the 17th the ice became so heavy that the ship moored to an ice-floe and drifted with it. Towards night, some openings being discovered in the ice, the ship dropped down the coast slowly, forcing its way, until, about 4 a. m., when it came to anchor again in the ice. At 9 a. m. a large ice-floe bearing down upon the ship, anchor was again weighed, when it was found that a second anchor had been broken by the ice. The 19th was spent in shifting anchor and dodging ice-floes. The surgeon and two seamen being ashore and unable to return to the vessel, the captain hired two native boys to cross the ice, with a launch for the party. In the evening, the wind having changed and loosened the ice somewhat, the surgeon returned with six reindeer. Another attempt was made to start the engine and force the ship through the ice, but at midnight the attempt was given up. The starting and stopping the engine and drifting in heavy and closely packed ice were continued the following day until afternoon, when the ice became too heavy for further progress and the ship was allowed to drift. By constant ramming, towards night, there seeming to be a chance to get out, the ship was started again and by constant ramming the heaviest ice was broken through, and by midnight clear water was reached, we having been shut up in the ice for a week. Coming abreast of the village of Utan, Siberia, a boat was sent ashore after Passaic, a noted deer-man, who resided there. He having come on board it was learned that his herd was three or four days distant. As a large ice-floe was seen bearing down upon us, and as we did not relish the idea of being imprisoned another week and perhaps wrecked in this bay, at 3:50 a. m. we were again under full sway, running a race with the ice, which was drifting down upon us, a solid, unbroken mass of ice, as far as the eye could reach. The ice rapidly gained upon us. Large, detached pieces like scours forged ahead of us, placing themselves directly in our path, against which we rammed and jarred, but at noon the projecting cape of the bay was reached and passed just as the ice-floe was swinging upon it, barring further progress. During the forenoon we steamed through fog so dense that we passed through Bering Straits before we knew it, and when the fog lifted found ourselves twenty miles ahead of the place where we supposed ourselves to be and at 10:30 that night came to anchor off the reindeer station.

The reindeer on board were landed the following morning at 5:30 o'clock. In the afternoon the captain sent his carpenter and a boat's crew ashore to prepare the foundations for the station house, and also sent a detachment on shore the following day, when, a storm having set in, the captain was compelled to shift anchor into deeper water.

On Monday, July 25, we again got under way for North Head, Siberia, reaching Cape Puangoune, Siberia, at midnight. No one coming off from the village to the ship, and the weather beginning to be stormy, at 8:10 a. m. the anchor was weighed and the ship steamed into anchor in Lutke Harbor, Siberia, at 9 o'clock. St. Lawrence Bay was so named by Capt. Cook because he first anchored in it on St. Lawrence day, August 10, 1778. The bay was fully surveyed by Capt. Lutke of the Russian navy in 1828. It is $11\frac{1}{2}$ miles across its mouth and extends inland about 24 miles. Its northeastern extremity is marked by a rounded top mountain, 1,794 feet high, called Cape Nouniagmo. On the southern slope is a native village of the same name, also known as North Head. From 5 to 6 miles from Cape Nouniagmo is Cape Panougoun, which marks the commencement of the inner bay. Extending from Cape Panougoun is a bank of gravel or shingle which forms Lutke Island and makes a sheltered cove $1\frac{1}{2}$ miles in diameter. This is a good anchorage for ships. In this cove the U. S. S. *Briggs*, in search of the *Jeanette*, was anchored for the winter, when she took fire and burned to the water's edge. There is a native village on this cove. While we were at anchor, waiting for the fog to lift and the storm to pass by, the surgeon and some of the officers went ashore on Lutke Island and shot, in a few hours, 106 eider ducks. On July 27, the gale having subsided, the ship got under way at 7:30 in the morning, and, steaming out of Lutke Harbor, passed Cape Chargilach with its native village on the south side of the bay. We anchored at 10 off Cape



HERD OF REINDEER LYING DOWN.
Photograph by A. L. Broadbent, U. S. R. M.

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Keleougoun. This cape is a bold, rock promontory, crowned with four mountain peaks, 1,542, 1,296, 1,257, and 1,206 feet high, respectively. A native village clings to the northeastern base, and a smaller one, called Jandonga, on its southwestern slope. Here the surgeon, Dr. Call, went ashore in the afternoon with a boat's crew, procuring ten reindeer. The following day 56 more were procured and brought on board. At midnight the ship got under way, reaching the reindeer station at 5:30 o'clock. On July 29 by 8:30 the deer were all on shore. On the 31st the captain again sent his carpenters and a detachment of men on shore to work at the station house. Towards night, a gale setting in, the ship was compelled to anchor out in deeper water. On Monday, August 1, the men that could be spared were again sent ashore to work at the buildings.

At 4:15 a. m. on August 2 we again got under way for Siberia, and at 5:45 a. m. on the 3d of August came to anchor off Indian Point. Learning that there were no deer in the vicinity, we again got under way for East Head, at 1:25 p. m., stopping off a village near Bald Head. There being too much surf to land, we continued around Bald Head into Clover Bay, passing the mouth of Reindeer River, rounded Cape Haidamaik, and anchored in Port Providence, under Mount Slavianka (1,427 feet), at 2:40 p. m. Three umniak loads of natives soon came over from the village on the sand spit. Learning that there was a herd of deer in the vicinity of Emma Harbor, Surgeon Call was placed in charge of a boat crew, and with an interpreter went to interview the reindeer men. Later in the afternoon a boat load of natives were hired and sent after Utoxia, who had gone to the head of the bay (14 miles) after seal. Both parties were out most of the night. Surgeon Call, upon his return, reported that the deer men on Emma Harbor had but few deer and would not sell any. Utoxia, upon his arrival, reported a large herd to the westward of the head of the bay. Clover Bay is narrow and runs between two parallel ranges of mountains from 1,000 to 2,300 feet high, with precipitous sides from the water up, while steep and bare mountains, flecked with great patches of snow, present a panorama of grand scenery. A bright sun and blue sky add to the enjoyment of the day, as the steamer slowly picked her way along this memorable fiord. At 10:45 a. m. we were abreast of Cape Lakhatchov, the northern entrance of Emma Harbor, where the British ship *Clover*, Capt. Moon commanding, in search of Sir John Franklin, entered in 1848 and 1849. At 11:30 we passed Mount Kennicott (2,343 feet), so named in honor of Maj. Robert Kennicott, director of the Chicago Academy of Sciences, who was in charge of the Alaska expedition of the Russo-American telegraph expedition of 1865 and 1867. At noon we passed Cache Bay, and at 12:30 Long Harbor, which was the winter quarters of one party connected with the telegraph expedition. At 1 p. m. we came to anchor off Cape Ignatief, Vladimir Bay, Siberia. At once a party was organized, consisting of Dr. Call, the surgeon, Lieut. White, Assistant Engineer Falkenstein, and two natives, to visit the deer men. At the same time another party, consisting of Mrs. Healy, the wife of the captain, Engineer Broadbent, and myself, went down the bay 2 miles to visit the site of the telegraph expedition. The solid stone walls of the two houses occupied by them remained to mark the site. One was a circular room about 20 feet in diameter, and the other a rectangular one 9 by 14 feet. The stone walls were about 4 feet high, symmetrically laid on the inside, and on the outside covered with earth. They were placed upon the highest point of a small, narrow peninsula, with the sea close to on three sides. A few pieces of glass and copper were picked up as mementoes of the place; also some braces and knees of the native sleigh, made out of reindeer horn. The land around was strewn with rusty hoops from barrels and casks. Two or three lone graves told their own sad story. The land was dotted with beautiful wild flowers, and icy streams came down to the sea from large patches of snow that still remained upon the mountain sides.

On the 5th of August, Dr. Call and party returned to the ship about 10 a. m. They had been inland some 20 miles, but failed to find any deer men. On their way up the valley which leads inland from our anchorage they found frequent piles of chips, made in trimming the poles forty-five years before. The poles themselves had long disappeared, probably having been carried off by the natives. At noon we got under way for Holy Cross Bay, landing Utoxia as we passed Port Providence. The other native, Wallace, continued with us as interpreter. At 3:40 p. m. we rounded Cape Stoltz and stood up the north coast of the gulf of the Anadyr. The mouth of this gulf, from Cape Tchoukotskoi down the north to Cape Thaddeus on the south, is 200 miles across, and the circuit of the gulf, without measuring the coast line of the smaller bays and indentations, is 420 miles. The first navigator to sail this sea was Capt. Bering, who was followed in 1826 and 1829 by Capt. Lutke, of the Russian navy. The north coast line is remarkable for its bold, rocky shore, in many places rising perpendicularly from the water's edge. At 5 p. m. we were abreast of Jak-kun, which is a high, steep bluff with a pyramidal rock. On we go parallel with the shore 10 miles distant past Cape Tchingan with its red band of rock running from summit to base. At 10 p. m. we were off Cape Aggen, to the north of which is

Transfiguration Bay. From this up 9 miles to Cape Eumelian the coast is bounded by a high, perpendicular rock like a wall. About midnight we passed Cape Bering, where the bold, rocky shore ceases and small Tchuktchi villages are seen. At 9 a. m. on August 6 traces of ice began again to appear, and soon we were skirting a large field of floating ice. Walrus being discovered, the ship was stopped and the captain and surgeon went off, securing a large bull, which was brought on board and given the interpreter as part pay for his services.

Along the northwestern coast of the gulf is a remarkable island, or false shore, which forms the southern portion of the Gulf of St. Croix. It is 45 miles long and but a few rods wide. A narrow, shallow canal separates this island from the mainland. There is a village of Tchuktchi near Cape Neetchk on the westernmost end, off which we were anchored several days during July, 1891. As we passed into Holy Cross Bay at noon a signal flag was seen floating at the village and two umniaks put off to intercept the ship. One of them was taken aboard, but when it was found that they wanted us to go to their village to trade ivory, the captain resumed his course towards the reindeer village on the west side of the bay, where we anchored at 2:50 p. m. Holy Cross Bay is 54 miles from north to south and 35 miles from east to west. Its northern end is within 10 miles of the Arctic Circle and its shore line has a circuit of 180 miles. The mouth of the bay is $13\frac{1}{2}$ miles across. At the northern end is Mount Matatchingai, with rocky sides rising 9,180 feet. It is a landmark for the whole region around. On the west side of Holy Cross Bay are large quantities of driftwood from the Andyr River. Soon after anchoring at the village 5 umniaks full of people come aboard. Inquiries were at once made for reindeer. At various times they represented the herds as close to and then as far off. They said that the herds had been driven down to the coast earlier in the summer, but the ship not being seen, had been driven back again into the country; that the mosquitoes were too bad to keep them near the water. At one time they would offer to sell a ship-load, then only promised 9 and then again 3. When they thought we wanted bucks they had only does to sell, and when they found we wanted does their herd was all bucks. They also asked two prices for what they proposed to sell, and then wanted additional pay for the prospective increase. If they sold a doe she would bear another the next season, and so on, increasing from year to year; while the cartridges and powder for which they traded would be used up and they would have nothing left. The captain met their argument with another, that if their deer should die next year they would have nothing and starve, while if they had cartridges and powder they could shoot walrus and seal and live; or for what we could pay them they could trade with natives farther inland and get two deer from one.

Finally, after five hours' talk, the boat was lowered at 8:45 p. m. and Dr. Call, Assistant Engineer Falkenstein, the interpreter, and a crew of men were sent after the reindeer. In the vicinity of our anchorage was a temporary village of reindeer men. Every fall and spring they move all their household effects to and from the interior with their herd of deer. The village was their summer encampment by the sea. Around their neat looking tents were great quantities of deer harness and sleds, which were used in transportation. These Tchuktchi men cut their hair on the crown of the head, leaving a fringe around the head. Sometimes they leave a tuft in the center and have two rings of long hair. Sometimes a long lock of hair is left behind the ears, which is braided like a woman's. Some have a small mark or figure totemed on the cheek, forehead, or some part of the face. This is said to be done upon the loss of a near relative, also to mark the number of seals killed. The women have their cheeks covered with totem marks. Some of the women have strings of beads dangling from the ears. August 7 proved a rainy, stormy, and dismal day. The fact that the boat that went off the night before had not returned excited considerable anxiety, but by midnight it came in sight and was soon alongside, with 12 deer. The men had been sixteen hours pulling against the tide and striving to reach the ship. While absent they had discovered a large river more than a mile across at its mouth. While pulling along the side of this river they saw a bear and cubs. Pursuit was immediately made over streams and through swamps, and dodging from one hillock to another they crept up on their game. Cautiously raising their heads from behind the last hillock, with guns cocked, they found their supposed bear was a woman and children. At 5:30 a. m. on the 8th the cutter was sent ashore to gather moss and food. The deer men were put off, and at 8 o'clock we got under way, encountering a little floating ice in passing out of the bay. At 6:15 a. m. on August 9 we left our interpreter at the native village on Clover Bay, and at 7:45 a. m. stopped off the village at East Head to communicate with Utoxia, making arrangements with him to purchase deer during the winter, which should be called for the following season. At 1:30 p. m. on the 10th of August the ship anchored off the reindeer station and the deer were duly landed. This closed the trips for the season after reindeer.

Having arranged affairs at the reindeer station at 4 o'clock on the morning of August 11, the anchor was hove and the steamer *Bear* got under way for Kotzebue



REVENUE-MARINE STEAMER "BEAR" MOORED TO A FIELD OF ICE, BERING SEA, JUNE 5, 1892.

Sound. By 10 o'clock we were rounding Cape Prince of Wales through the straits: Off to the westward 3 large umniaks were seen under sail en route to Siberia. The next day at noon we came to anchor off Cape Blossom, Kotzebue Sound. Soon after 12 umniak loads of Eskimo came off to the ship. This is the location of one of the international and intertribal annual fairs of the Arctic, and the annual opportunity for the sick through all Arctic Alaska to secure the services of a physician. The natives brought with them a number of the bones and tusks of the mammoth, which were secured for the Sitka Museum. At 10:45 p. m., the surgeon of the ship having attended to the ailments of the population that came on board, the anchor was hove and the ship steamed for Point Hope, which was reached at 9 p. m., August 13. The weather, however, was so foggy that the ship was compelled to go far out to sea to avoid the shoals off the point, and therefore we were unable to come to anchor until midnight. The following morning, the fog having lifted, the captain very kindly sent me ashore to inspect the station and confer with the missionary teacher. Returning to the ship at noon, we got under way, sailing to the north. Learning from the natives that a whaling schooner, *Silver Wave*, was wrecked in the vicinity of Icy Cape, a stop of a few hours was made at that point to secure definite information, after which, continuing northward, the refuge station at Point Barrow was reached at 11:45 a. m. on the 16th of August. Going ashore to confer with regard to school matters, I was detained until the fourth day there on account of a storm having come up, making the surf dangerous. Capt. Borden, the ex-keeper of the station, having been relieved from duty, Lieut. Jarvis was placed in charge by Capt. Healy, pending the turning over of the station to our former teacher, Mr. L. M. Stevenson, who had been appointed by the Secretary of the Treasury to take charge. On the 18th of August Mr. Stevenson and myself, after canvassing all sections of the vicinity, selected a location for the Presbyterian mission on the first rise of ground to the north of the village, lying back and between the village and the refuge station, and separated from the village by a small ravine. That same evening I was able to return on board ship through the surf. On the 19th the mission bell, which had been en route two years, was landed on the beach, and for the first time rang out upon the Arctic air. On the 20th of August Capt. Healy took the *Bear* to Point Belcher to bring up some coal which had been left from the previous season. On the 11th of June a whaleboat, containing 9 boys and 1 woman, was driven out to sea from Point Belcher, and they were unable to return until the 16th of July, being thirty-five days out to sea in an open boat. During the time they captured 11 walrus, 1 white bear, and all the seal that they could eat.

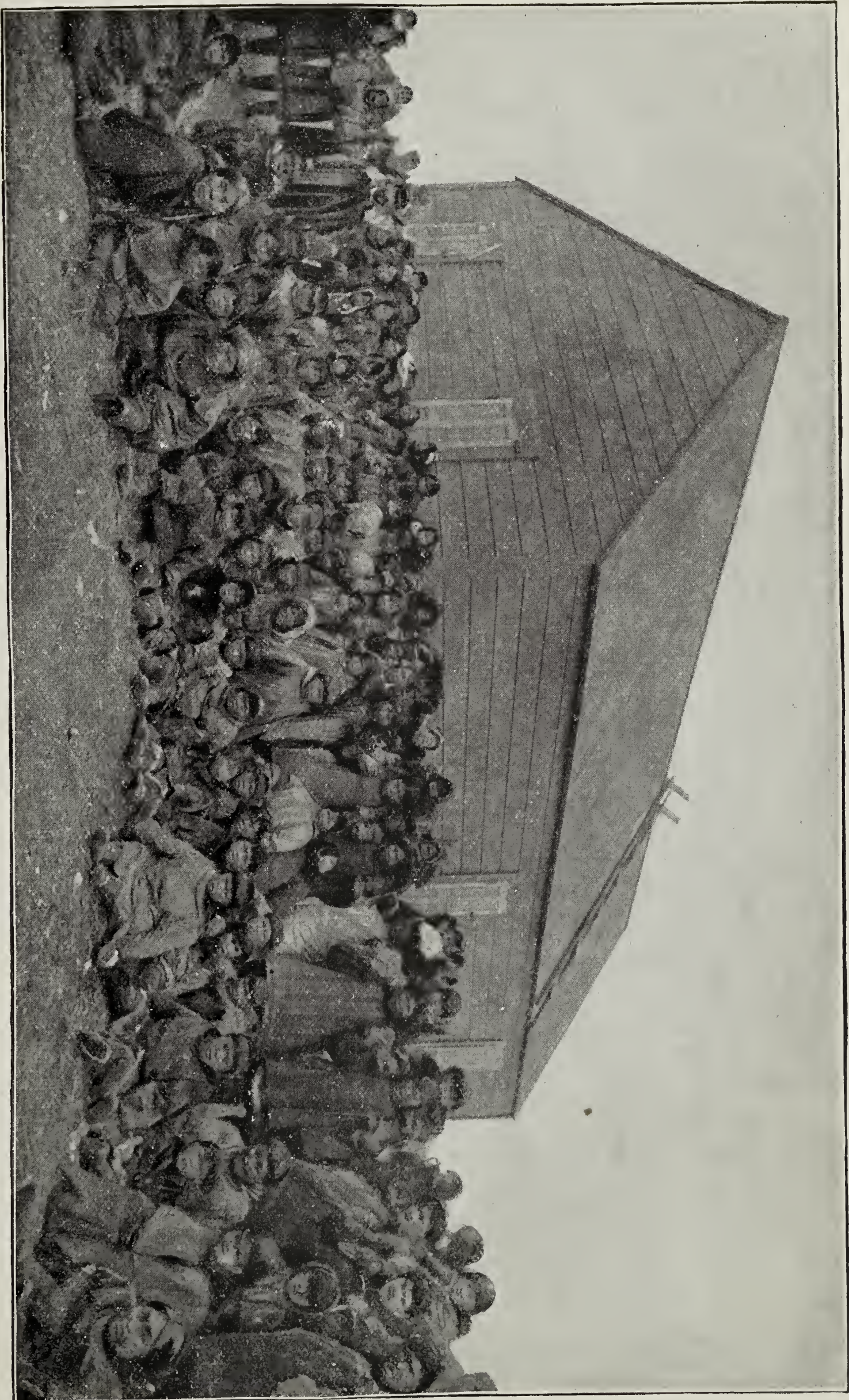
From the same place two boats' crew were driven off to sea, but were out only nine days. While at Point Belcher the *Bear* was boarded by Capt. Owen, of the whaling bark *Mermaid*, who brought us news and newspapers from civilization as late as June 30. At 4:30 p. m., on the 21st, anchor was weighed and the ship got under way to return to the refuge station. The Arctic currents were so strong that in the fog the ship was carried some 20 miles beyond its destination, so that we did not come to anchor off the station until 9:45 the next day. All duties having been discharged at the refuge station and school, at 4 o'clock on the morning of August 23 anchor was hove, and we started on our return to the south, anchoring off Icy Cape, on the next day, to enable the crew of the *Bear* to get off from the beach the Arctic schooner *Silver Wave*, which was accomplished on the afternoon of the 26th. Taking the schooner in tow at 8:15 a. m. of the 27th, the *Bear* started on its return to the reindeer station at Port Clarence. A gale having come up at midnight we anchored off Cape Sabin. The next morning another start was made, but, finding the sea too rough for comfortably towing the schooner, the captain ran under the lee of Cape Sabin and anchored. At 3 on the morning of the 30th we again got under way, reaching Point Hope at noon, where Lieutenant White and a boat's crew were sent ashore with the mail. The boat swamped on the beach. The men, however, escaped with nothing more than a drenching. On the morning of the 31st, the wind having shifted a little, anchor was weighed and another start was made for Cape Prince of Wales. At midnight, meeting the steamer *Jane Gray*, San Francisco papers as late as July 23d were received. On the evening of the 1st of September the Diomed Islands were sighted. In Bering Straits a strong tide was met, so that from 3 a. m. until 9 the ship steamed but 16 miles. From 9:30 until 5 p. m., with a full head of steam, no progress was made against the gale, the ship rather drifting back toward the straits, and the course of the ship was changed to the south. While opposite Cape Prince of Wales Mr. and Mrs. Thornton ventured off in a native boat through a heavy surf and a rough sea. From them we learned that Mr. W. T. Lopp and Miss Kittredge had been married (the first Christian marriage ever celebrated in Alaska north and west of St. Michael) and gone down to the reindeer station in a umiak on a wedding tour.

The gale drove us far south of our course, and when the morning of the 3d dawned no one on shipboard knew just where we were. About 6:10 o'clock, the fog lifting for an instant, land was sighted toward the northeast, which was afterward found

to be Kings Island. Owing to a succession of gales and the difficulty of towing a schooner through heavy seas, the ship was detained over a week in reaching Port Clarence. However, at 2:40 p. m., September 3d, anchor was dropped opposite the reindeer station, the surf being too heavy to admit of landing. The following day a landing was effected, and the various supplies that were to be landed at the station were taken on shore. Mr. A. S. McClellan, who during the summer had been erecting the mission residence at Cape Prince of Wales, was received on board for transportation to the Aleutian Islands, and at 10:50 p. m. the ship got under way for St. Michael, which was reached on the morning of September 6th. Here it was found that the steamer *P. B. Ware* was on the stocks, being built for the Yukon River trade, and that the workmen who had been brought up from Puget Sound had struck for higher wages and the work was at a standstill; that the company who were building the steamer had on the beach in a canvas house \$75,000 worth of goods and supplies for the miners at the headquarters of the Yukon River, all of which was in great danger of being lost. On account of these things and the lateness of the season, the men in charge very naturally sought assistance from the revenue cutter. Recognizing the emergency, Capt. Healy sent to their assistance Assistant Engineer Faulkenstein, the carpenter, and 8 men from the crew, and each day Lieut. Jarvis was sent from the ship with a boat's crew to render such assistance as they could. Mr. McClellan and Mr. Brower, passengers on the *Bear*, also volunteered assistance. In nine days, through the assistance of the revenue cutter, the steamer was so far completed that she was launched. The birthday of the Emperor of Russia occurring on the 11th of September, special services were held in the Russo-Greek church at St. Michael. Flags were displayed and at noon a salute of 4 guns was fired. At 11:30 a. m. on the 15th of September anchor was hove and the ship got under way for Unalaska, reaching anchorage in Dutch Harbor at 10 a. m. on the 19th of September. On the evening of the 30th I was kindly received on board the revenue steamer *Rush*, Capt. W. C. Coulson, commanding. At 5 in the morning of October 1, in the face of a north-northwest gale, with snow and hail, we put out to sea for San Francisco. Great difficulty was experienced in rounding Priest Rock, for sometime doubt being expressed whether the ship could make it. Getting safely around the point in Analga Pass, a heavy tide rip was encountered and great seas swept over the ship from stem to stern. On the 8th the gale was so increased that it was not considered safe to run and the ship was laid to for twelve hours. Again resuming its course, we dropped anchor in San Francisco Bay at 10 o'clock a. m. on the 11th of October. The next day I left by the Santa Fe route for Washington, which place I reached at noon on October 18, having traveled 16,997 miles.

I remain, with great respect, yours, truly,

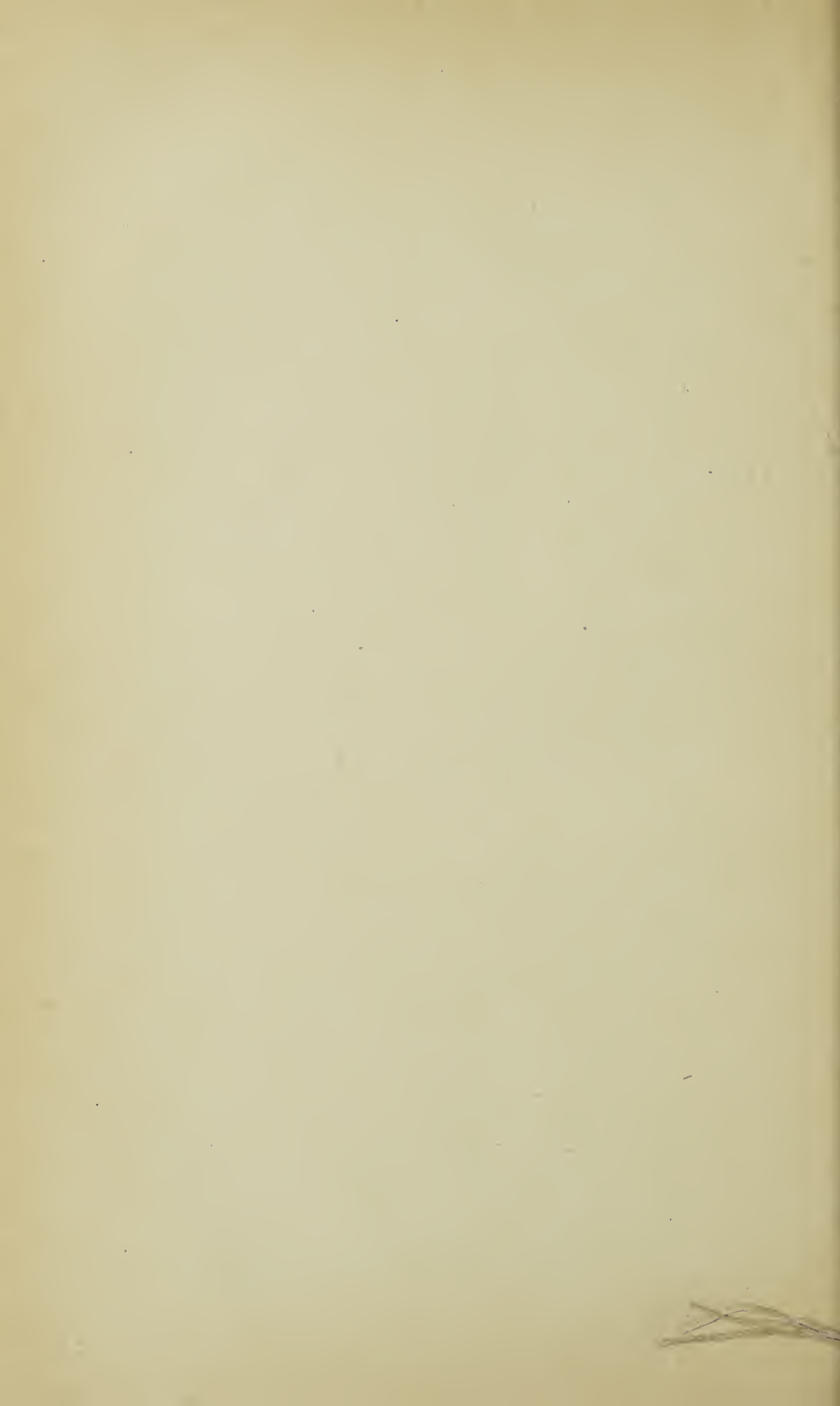
SHELDON JACKSON,
General Agent of Education for Alaska.



SCHOOLHOUSE AND GROUP OF ESKIMOS, ST. LAWRENCE ISLAND.

Photograph by S. J. Call, U. S. R. M.





[Whole Number 189

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

1892.

W. T. HARRIS,
COMMISSIONER.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1892.

Pages of typewriting.....	1,401
Pages of manuscript and typewritten matter compared.....	4,324
Pages dictated.....	68
Addresses written.....	13,354
Addresses revised.....	5,318

NOTE.—The foregoing involves miscellaneous work, such as holding copy, indexing cards and files, examining plans and programmes, fancy lettering, arranging lists, numbering manuscripts, instructing assistants, search for material, folding forms, etc.

II.—RESEARCH, REVISION, AND COMPOSITION.

Books and pamphlets on education examined.....	3,557
Pages of printed matter (other than books) examined.....	4,797
Pages of manuscript examined.....	2,906
Tables examined and partly briefed.....	175
Pages of manuscript revised.....	4,469
Pages of articles briefed.....	322
Tables made and returns revised.....	364
Index cards revised.....	3,827
Pages of translations made.....	858
Pages of composition for annual report.....	1,076
Pages of composition for other publications.....	445
Revised book and correspondents' lists (names).....	2,640
Diagrams drawn (full and double page).....	58
Translated and abbreviated book titles.....	2,121
Lists of foreign educators prepared (names).....	1,635
Pages of lists revised.....	1,227
References entered.....	412

NOTE.—This division also performs the work detailed under the "Foreign Section" of the library and museum division.

LIBRARY AND MUSEUM DIVISION.

The following is a tabular statement of the library work performed in this Bureau during the year ending June 30, 1892:

I.—GENERAL LIBRARY.

(1) Books and pamphlets added to accession book.....	2,234
Books catalogued.....	1,015
Books cut.....	3,389
Books labeled.....	1,767
Books numbered.....	5,851
Books removed and shelved.....	8,611
Books stamped.....	4,390
Duplicates numbered and stamped.....	2,000
(2) Cards made for card catalogue.....	6,529
Cards alphabetized.....	21,146
Cards copied.....	6,407
Cards revised.....	3,515
Cards on bibliography.....	1,000
(3) College catalogues assorted.....	15,987
College catalogues filed.....	7,819
College catalogues numbered.....	8,880
(4) Weekly bulletins of books received (Nos. 82-124).....	43
Bulletins of pages.....	129
(5) Loans to universities and libraries.....	105
(6) Indexed articles.....	2,051
Indexed magazines.....	472
Indexed school journals.....	423
(7) Letters.....	331
Letters noted.....	164
Letters for Commissioner.....	550
(8) Periodicals (pieces) received and entered.....	5,580
Periodicals filed.....	7,189

II.—FOREIGN SECTION.

Books received, entered, catalogued, and numbered.....	3,168
Pamphlets disposed of, partly by exchange.....	1,548

•Catalogue cards made.....	7, 172
Bibliography cards made.....	215
Order cards made.....	1, 025
Index cards made. (See I.).....	3, 466
Pages of catalogue lists.....	227
Pages of weekly bulletins of new books received.....	118
List of loans to universities and libraries.....	18
Periodicals entered.....	4, 944
Cards alphabetized and filed.....	19, 963
Books cut.....	598
Printed catalogues examined.....	881
Books prepared for the bindery, with directions.....	1, 289
Books arranged on shelves.....	5, 418
Periodicals arranged in files.....	4, 944
Cards copied.....	5, 197
Cards compared.....	16, 280

III.—SUMMARY.

(1) Total additions.....	5, 402
Total duplicates.....	2, 000
(2) Total catalogue cards.....	13, 701
Total bibliography.....	1, 215
Total index.....	5, 517
Total order.....	1, 025
Total cards alphabetized.....	41, 102
Total cards copied.....	11, 604
Total cards revised.....	3, 515
(3) Total weekly bulletins (Nos. 82-124).....	43
Pages.....	227
(4) Total loans (universities and libraries).....	123
(5) Total periodicals received and entered (pieces).....	10, 524
Total periodicals filed.....	12, 133
(6) Total number of books in library.....	48, 902
Total number of pamphlets in library.....	120, 000

PUBLICATIONS OF THE BUREAU.

During the past year there were received from the Government Printing Office and distributed to correspondents the following publications:

- Annual Report of the Commissioner of Education for 1888-'89, 1,669 pages, 20,000 copies, bound in two volumes.
- History of Higher Education in Indiana, by Prof. J. A. Woodburn, 200 pages, 20,000 copies.
- History of Higher Education in Ohio, by Prof. George W. Knight and Prof. John R. Commons, 258 pages, 20,000 copies.
- History of Higher Education in Michigan, by Prof. Andrew C. McLaughlin, 179 pages, 20,000 copies.
- History of Higher Education in Massachusetts, by Prof. George Gary Bush, 445 pages, 20,000 copies.
- Rise and Growth of the Normal-School Idea in the United States, by Prof. J. P. Gordy, 145 pages, 20,000 copies.
- Report on the Fourth International Prison Congress, St. Petersburg, Russia, by C. D. Randall, esq., 253 pages, 20,000 copies.
- Sanitary Conditions for School Houses, by Dr. A. P. Marble, 120 pages, 132 cuts, 5,000 copies.
- Examinations and Promotions in Public Schools, by Dr. Emerson E. White, 64 pages, 20,000 copies.
- The Teaching of Biology in the United States, by Prof. John P. Campbell, 183 pages, 20,000 copies.
- Southern Women in the Educational Movement in the South, by Dr. A. D. Mayo, 300 pages, 20,000 copies.
- Rules for a Dictionary Catalogue for Libraries (third edition, with an index), by Mr. C. A. Cutter, 140 pages, 10,000 copies.
- Index to Barnard's Journal of Education, arranged by Mr. Reuben H. Fletcher, 128 pages, 10,000 copies.

The Bureau had on hand awaiting publication the completed manuscript of histories of education in Connecticut, Nebraska, Delaware, Iowa, West Virginia, Maryland, Mississippi, Missouri, Tennessee, Louisi-

ana, Rhode Island, Vermont, New Hampshire; also of circulars of information on summer schools, university extension, shorthand, kindergartens, and the spelling reform. A monograph on Dr. Franklin and the University of Pennsylvania was in type at the Government Printing Office. Circulars were in course of preparation upon physical training in American colleges, the history of normal schools, documents illustrating the educational history of the United States, instruction in English in colleges, and the history of education in the several States not named above or heretofore published.

This exhibit will emphasize the request for a more liberal allowance for printing. As I have said already, this Bureau is not established to exercise a centralized control in the management of educational institutions, but solely to increase local self-direction by collecting and digesting for it the records of educational experience throughout the world, and thereby contributing to its enlightenment. The entire usefulness, therefore, of the Bureau of Education depends directly on what it prints and publishes. This is not so much the case with any of the other offices connected with your Department, which may perform their functions without advertising them to the people, but the Bureau of Education must diffuse its information among the teachers of the land or else it does not accomplish its function of enlightening the local self-direction of education. I therefore particularly ask your favorable consideration of my estimate of \$30,000 for the general printing of the fiscal year 1892-93, recently submitted, and your special indorsement of my request for a separate specific appropriation of \$30,000 to continue the printing of the valuable series of educational histories of the several States.

EDUCATION IN ALASKA.

Through the courtesy of the Secretary of the Treasury permission was once more granted Dr. Sheldon Jackson, the general agent of education in Alaska, to accompany the Government vessels on their annual cruise to the Arctic. Accordingly, in May, 1891, Dr. Jackson started on the United States revenue-marine steamship *Bear*, Capt. M. A. Healy, commander, to inspect the schools in western and Arctic Alaska and to make investigations concerning the feasibility of the purchase and transportation into Alaska of domesticated reindeer from Siberia, in which undertaking he had the hearty coöperation of Capt. Healy.

It had been emphatically asserted by persons supposed to be well informed with regard to the subject that the Siberians would not part with their reindeer, and that if any reindeer were obtained by barter it would be impossible to keep them alive, as they would not eat anything that had been touched by a white man, nor would they live on board ship. Various points on the Siberian coast were visited, at which large herds were found, and no difficulty was experienced in making arrangements for the purchase of as many reindeer as would be needed during the summer. In order to test the question as to whether the animals could be kept alive on board ship and would thrive in Alaska, sixteen of them were purchased and transported several hundred miles to Unalaska and left upon one of the islands in the harbor in charge of the United States marshal at that place.

During the summer of 1890 schools had been established at Point Barrow, Point Hope, and Cape Prince of Wales, the three principal villages on the coast of Arctic Alaska.

These places are isolated from the world during the greater part of the year, their only means of communication with civilization being the United States revenue vessel, which visits that coast annually, and chance whaling vessels. Great interest was felt in these school teachers exiled by the Frozen Sea and in knowing what had been accomplished by them in their unique surroundings.

It was found that the school at Cape Prince of Wales, under the charge of the American Missionary Association (Congregationalist), had succeeded beyond all expectation, the total enrollment being 304, and the most effective punishment being suspension from school privileges.

At the school at Point Hope also, of which the Missionary Society of the Protestant Episcopal Church has control, great progress has been made in lifting the native race out of barbarism. The total enrollment was 68.

The school at Point Barrow, the bleak extremity of the continent, latitude $71^{\circ} 23'$ north, longitude $156^{\circ} 31'$ west, had been contracted for by the Presbyterian Church. It was impossible for the *Bear* to reach Point Barrow during the summer of 1891, as the vast Arctic ice field did not leave the shore during the entire season. In order to obtain his supplies for the next year, Mr. Stevenson, the teacher, had to travel over the ice field a distance of 70 miles to the *Bear*. The supplies were landed on the ice and taken up to Point Barrow on sleds. The enrollment at Point Barrow was 38.

Upon Dr. Jackson's return to Washington, a bill was once more introduced into Congress to secure an appropriation to be used in procuring for Arctic Alaska the domesticated reindeer of Siberia. As was the case with a similar measure which had been introduced into the Fifty-first Congress, the bill passed the Senate and was favorably reported by the Committee on Agriculture of the House of Representatives, but failed to be reached before adjournment. It is sincerely hoped that the bill may be passed during the coming session.

In May of this year Dr. Jackson once more left Washington for Arctic Alaska, sailing from Port Townsend on the *Bear*, with Capt. M. A. Healy, and was followed a month later in a schooner from San Francisco by M. W. Bruce, appointed keeper of the reindeer station, and his assistant, with supplies for a year, and lumber for the erection of a building at Port Clarence, a station on a fine harbor about 40 miles southeast of Bering Strait.

As the *Bear* steamed into the harbor of Unalaska the deer left there last summer were seen grazing on the mountain side, apparently in good condition. The question whether they will thrive in Alaska may be regarded as settled.

It had been decided to push forward the importation of the reindeer without waiting for the action of Congress, using for the purpose the funds placed at the disposal of the Bureau of Education last year by benevolent individuals. The latest news received from this interesting expedition is that about one hundred and seventy-five reindeer, with several Siberian herders, have been brought over to the central distributing station at Port Clarence, where, under the supervision of the keeper of the station, the native Alaskans will be instructed in the care and management of the reindeer. As soon as additional funds are secured it is proposed to extend the work as rapidly as possible, thus relieving the needs of the people, furnishing a means of transportation and commerce, and gradually opening up to cultivation that vast and hitherto almost unknown region.

During the past three years the schools in southeastern Alaska have been under the direct supervision of Hon. James Sheakley, to whose judicious oversight their success has largely been due. Mr. Sheakley, having decided to return to the States, resigned his position as superintendent of schools for the southeastern district, and was succeeded by Mr. W. A. Kelly, formerly superintendent of the Industrial Training School at Sitka. Mr. Kelly entered upon his duties on May 1.

The most important event in southeastern Alaska during the past school year was the killing of Mr. C. H. Edwards. Last fall Mr. Edwards accepted a position as teacher of the new school at Kake, a village about 100 miles south of Douglas Island, in a wild region quite beyond the restraining influences of civilization. Mr. Edwards was doing a noble work and had succeeded in attracting many more natives than his schoolhouse would hold. The great evil with which he had to contend was the illicit traffic in liquor.

The United States attorney gives the following account of his killing:

A small sloop anchored in Hamilton Bay on January 10, last, with Malcolm Campbell and Emery Elliott on board. Campbell was the owner and Elliott employed by him. The next day, or rather night, Mr. Edwards took fourteen natives with him and boarded the sloop. They tied the hands and feet of both men, and Mr. Edwards attempted to take them before some court, charging them with having sold liquor to the Indians. Campbell, getting one hand loose, secured a revolver and shot Mr. Edwards. After shooting Mr. Edwards, the men brought him to Sitka. He was still alive, but did not recover consciousness, and died the next day.

Campbell and Elliott were arrested on the charge of giving liquor to an Indian, and were convicted and fined \$40 each and costs.

Complaint was then lodged against Campbell for manslaughter, and he was held to appear in the sum of \$1,000. The district attorney states that he has little or no hope of Campbell's conviction, as public sentiment is strangely with him.

To render the schools now in existence more efficient and to promote a gradual and healthful extension of the educational work, I think the annual allowance should be increased by Congress from year to year, at the rate of \$10,000 per annum, for several years to come. I had accordingly submitted an estimate of \$60,000 for the Alaska schools next year, but the present Congress has granted only \$40,000 for that purpose. As the result, the work will be very materially hampered and numerous requests for new schools will have to be refused.

Statistics of education in Alaska.

Public schools.	Enrollment.							Teachers in the public schools, 1891-92.
	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.	1891-92.	
Afognak.....	(*)	35	24	55	38	37	35	Mrs. C. M. Colwell.
Douglas City, No. 1.	(†)	(†)	67	94	50	23	25	Mrs. A. M. Clark.
Douglas City, No. 2.	(†)	(†)	(†)	(†)	92	68	24	Miss M. Mohler.
Fort Wrangell.	70	106	106	90	83	93	49	Miss E. Tolman.
Haines.....	84	43	144	128	(†)	(†)	(†)	
Jackson.....	87	123	110	105	87	100	100	Mrs. C. G. McLeod.
Juneau, No. 1 ..	90	236	25	36	31	33	26	Miss L. O. Reichling.
Juneau, No. 2 ..	(†)	(†)	67	58	51	51	75	Mrs. W. S. Adams.
Kadiak.....	(*)	59	81	68	67	80	69	C. C. Solter.
Karluk.....	(†)	(†)	(†)	(†)	(†)	33	29	N. Faodorff.
Killisnoo.....	(*)	125	44	90	32	68	33	E. M. Calvin.
Klawack.....	(*)	184	81	75	68	50	38	H. C. Wilson.
Sitka, No. 1	43	60	60	67	58	54	59	Miss C. Patton.
Sitka, No. 2	77	138	60	51	83	55	54	Mrs. L. Vanderbilt.
Unga.....	(†)	35	26	(†)	24	(†)	33	O. R. McKinney.
Chilkat.....	(†)	(†)	(†)	(†)	(†)	(†)	89	W. W. Warne.
Kake.....	(†)	(†)	(†)	(†)	(†)	(†)	60	C. H. Edwards.

Statistics of education in Alaska—Continued.

Contract schools.	Pupils, 1891-92.		Expended by Government.					Expended by societies,† 1891-92.	
	Board- ers.	Day.	1887-88.	1888-89.	1889-90.	1890-91.	1891-92.		
Anvik	5	31	\$500	\$1,000	\$1,000	\$1,000	\$1,000	} Episcopal.....	\$1,187.61
Point Hope		78	(§)	(§)	1,000	2,000	2,000		
Metlakahtla	7	147	(§)	2,500	3,000	3,000	2,500	} Independent...	5,000.00
Bethel	34		500	1,000	1,000	1,000	1,000		
Carmel	18	10	300	1,000	1,000	1,000	1,000	} Moravian.....	6,613.37
Hoonah		171	(§)	(§)	(§)	200	2,000		
Sitka industrial school.	157		(§)	12,500	18,000	15,000	11,000	} Presbyterian ..	31,724.65
Point Barrow		33	(§)	(§)	1,000	2,000	2,000		
Unalaska	18	17	(§)	(§)	1,200	2,000	2,000	} Methodist	1,953.53
Nulato		20	(§)	(§)	1,500	} 3,050	1,000		
Kosoriffsky	62	11	(§)	(§)	1,500		(§)	1,000	} Catholic .....	10,300.00
Cape Vancouver		20	(§)	(§)	(§)	(§)	1,000		
Cape Prince of Wales.		168	(§)	(§)	1,000	2,000	2,000	} Congregational	4,107.65
Unalaklik	47	25	(§)	(§)	(§)	(§)	1,000		
								} Swedish-Evan- gical.	7,325.00

* Enrollment not known.

† No school.

‡ Amounts expended by missionary associations, in addition to subsidies received from the Government.

§ No school or no subsidy.

Appropriations for education in Alaska.

First grant to establish schools, 1884.....	\$25,000
Annual grants, school year—	
1886-87	15,000
1887-88	25,000
1888-89	40,000
1889-90	50,000
1890-91	50,000
1891-92	50,000
1892-93	40,000

BUREAU OF EDUCATION.

The organization and force of the Bureau at the close of the year were as follows:

Commissioner.—Wm. T. Harris, Massachusetts.

Chief Clerk.—John W. Holcombe, Indiana.

Clerks to Commissioner.—Charles E. Waters, Rhode Island; Arthur MacDonald, New York.

Division of Correspondence and Records.—Mrs. Harriette F. Hovey, Illinois; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia.

Division of Statistics.—Statistician, Weston Flint, New York; Frederick E. Upton, New Jersey; James C. Boykin, Georgia; Wellford Addis, District of Columbia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Mrs. Frances A. Reigart, Colorado; George G. Dennison, Louisiana, and Miss Lizzie Joseph by detail from the secretary's office. Collector and compiler, Isaac Edwards Clarke, New York; Mrs. Rebecca L. Foot, South Carolina.

Division of International Exchanges.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Frances Graham French, Maine; Miss Sophie Nussbaum, New York; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. Aduella P. Bryant, Tennessee; Miss Margaret Bingley, Virginia; Mrs. Virginia L. Moore, Texas.

Division of the Library and Museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Mrs. Lucia J. K. Clark, Minnesota; Alexander Shiras, Pennsylvania; Mrs. Helen E. Shepherd, Maine; William A. Jackson, Alabama; George Knowles, District of Columbia.

Alaska Division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant, William Hamilton, Pennsylvania.

Laborers.—Thomas Casey, Alabama; John D. Marshall, Delaware; Frank Morrison, Alabama; Thomas Smith, District of Columbia; Mrs. Minnie A. Wyckoff, District of Columbia; Thomas J. Donachie, District of Columbia; Charles Williams, Ohio.

NOTE.—Arthur MacDonald has since been appointed specialist in education as a preventive of pauperism and crime, a new position created by Congress. Alexander Shiras has retired from the service on account of age and ill-health. Eugene B. Lacy has entered the Bureau in place of George W. Dennison.

All of which is respectfully submitted.

W. T. HARRIS,
Commissioner.

The SECRETARY OF THE INTERIOR.

REPORT

OF THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDING JUNE 30, 1892.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1892.

resource of the country and to many technical questions of scientific interest. Among the monographs issued during the year there is one on the Penokee iron bearing region of Wisconsin and Michigan, and another on the Eureka mining district of Nevada, both accompanied by maps, plans, and sections. The bulletins issued during the year include a number of "correlation papers," in which the accepted classification of the rocks of the country is set forth, as well as several others devoted to various technical and practical subjects.

The basis for the geological surveys and maps is a topographic survey. This preliminary survey has now been extended over an area of about 600,000 square miles, or one-fifth of the public domain, exclusive of Alaska. The topography is represented on atlas sheets of convenient size, engraved on copper, and printed from stone transfers. These maps show not only cities and towns, roads and railroads, canals, rivers, and smaller streams, but also the relief or configuration of the land with such detail as to admit of the location of roads, railways, canals, and waterworks. During the year the topographic survey was extended over 53,000 square miles in twenty-six States and Territories. Six hundred atlas sheets, representing the work of this branch of the Bureau, have now been engraved.

In addition, general maps of the United States on three convenient scales, and of several individual States, have been prepared. These are among the first maps of the country designed to represent with approximate accuracy the configuration of the land surface. Both the atlas sheets and the general maps are coming into use in leading educational institutions as standard sources of geographic information, and both are widely used as bases for the maps issued by publishing houses for various purposes.

Among the lines of research conducted by the Geological Survey during the past year is that of the hydrography of the country. With the increase of population this always important subject assumes special prominence. In all parts of the country running waters are extensively controlled as a source of power for mills, manufactories, and other industrial works; and in many localities, especially in the West, but to a rapidly increasing extent in the East, the waters of rivers, streams, brooks, and springs are diverted and regulated for purposes of irrigation. Now running waters can be successfully controlled and diverted by dams, reservoirs, race ways, and canals only after the rate of flow, the character and extent of freshets, the effect of drought, and other factors in the regimen of streams have been determined. In some respects the problem of diverting and controlling running waters is one of hydraulic engineering simply; but the geologist brings to the solution of the problem special knowledge of streams as agents in modifying their own courses, filling reservoirs, undermining dams, and otherwise reacting upon artificial works.

All water ways are subject to freshets, and no year passes without

destructive floods in some of our greater rivers, often entailing loss of life and immense damage to property and sometimes followed by outbreaks of epidemic diseases. Moreover, the extent, frequency, height, and destructive character of floods are modified by cultivation of the soil, deforesting, reclamation of marshes, and other changes accompanying settlement. Sometimes these changes result in diminution of floods, but in general the effect of settlement is to increase floods and the consequent loss of life and property. Thus the study of floods and the determination of areas liable to periodical or occasional overflow are intimately connected with our industrial development.

The subject of hydrography was first taken up by the Geological Survey in the western portion of the United States under the law instituting an irrigation survey, but researches and measurements have recently been extended into the eastern part of the country. Considerable progress has been made during the past year, not only in gauging rivers, but in collecting information required for indicating available reservoir sites for manufacturing and irrigation, and feasible locations for race-ways and canals, as well as for mapping lands subject to overflow. Some of the administrative reports and special memoirs accompanying the annual report of the Director relate to this important line of work.

During recent years an industrial revolution has been inaugurated in this country. The greater portion of our available territory has been settled, and the enterprise and ingenuity of our people has been turned from the acquisition of new lands towards the discovery of new resources within the old, to the extent that the material progress of the nation now depends upon the development of new industries and upon the utilization of resources hitherto neglected. It is the function of the Geological Survey to discover and diffuse information concerning little known resources and thus to aid in the multiplication of industries; and the annual and special reports issued each year prepare the way for further industrial development and the increase of national prosperity during succeeding years.

BUREAU OF EDUCATION.

The Commissioner of Education reports that the publication of a series of studies on the educational systems of Germany, France, and England contained in his last report has led to an interesting correspondence with educational thinkers at home and abroad. He believes that it is an important step towards the profitable use of the experience of other nations. Experiments in this field in one country are of little value in settling the problems of another country unless the peculiar conditions of government and people are carefully considered. These studies have been continued by the specialists of the Bureau. The school systems of Scotland, Austria, Holland, and Norway are discussed in the report now in press.

In order to foster local self-government in matters of education in Alaska the Commissioner states that local school committees have been formed in the villages where the white population furnishes children enough for a school. Southeast Alaska has regular steamboat communication with the States twice every month. Northwest Alaska, on the other hand, can be visited only once a year. As noticed last year, an effort was made, with the aid of a small fund from private sources, to introduce the reindeer into this remote region. The sixteen reindeer thus furnished and transported to an island in the harbor of Unalaska were found to be in a thriving state the present summer. A more determined effort in June of the present year has resulted in the introduction of one hundred and seventy-five more reindeer and the establishment of a sort of training station at Port Clarence, near Bering Straits. Two teachers have been appointed at this station and a number of native youth detailed from missionary posts in that region for the purpose of learning the art of herding and training these animals. It is to be hoped that Congress may, at the coming session, enact the bill providing for an appropriation to be used in the securing of reindeer, which has already twice passed the Senate and been favorably reported by the committee in the House. Guided always by the principle that all state and national help should aid self-help, the wisdom of this course is evident.

The Commissioner reports additions to the library. During the past years some 5,000 books have been added by purchase to fill up gaps that exist in its scientific and professional collections on teaching, the management of schools, and the philosophy of education. He thinks that the collection of Government school reports and educational periodicals is already the most valuable of its kind in the world. He notices as a cause for congratulation that the professional study of the philosophy of education has been much stimulated during the past three years by the establishment in leading universities of professorships in this department. Teacher's reading circles in a large number of States have been the instrument for encouraging the study of the theory and the art of their work on the part of multitudes of teachers. There has been much special inquiry into the best methods of teaching and the best plans for school buildings. This inquiry has extended to the method of reaching, in the best manner, the children of the pauper and criminal classes of our cities. It is obvious that the school is the link which makes possible the enlightenment of public opinion by training the whole population into the habit of reading books and periodicals. This means the government of the nation by means of public opinion. A recent act of Congress provided for the employment of a specialist in the Bureau of Education to investigate the instrumentalities of preventing crime and pauperism, with a view to the adoption of efficient methods in the city school systems of this county. The specialist appointed under this act has visited Europe and looked into the methods of treatment of criminals and paupers in several of the cities

of Germany, Austria, France, Italy, and England, and held conferences with various distinguished leaders in this field of public service.

Attention is called to a new movement promoted by the National Educational Association, among the leaders of secondary education, aided by a committee of presidents and professors in colleges to systematize the course of study in high schools and preparatory schools. This important link in education, if in anywise defective, causes much injury in the elementary schools, and is a source of embarrassment to the higher education of the country. This is the first attempt that has been made to remedy the evils that exist.

The World's Congress Auxillary of Chicago has intrusted to the Commissioner, and the committee appointed from the National Educational Association the management of the International Educational Congress, to be held in Chicago the last week of July the coming summer. This, it is expected, will be an important feature of the Columbian Exposition. This Congress is divided into fourteen departments. Much good is anticipated from the conferences with distinguished representatives from abroad.

The division of correspondence has been more active the past year than at any other period of its existence. It is believed that the Bureau has furnished substantial aid to leaders and directors of education in the several States by supplying information and loaning documents from its library. The number of children enrolled in the public and private schools of the country in all the grades is nearly 15,000,000. About 11 per cent of these pupils are enrolled in private and parochial schools. There is reported great activity in the establishment of free public high schools and in providing industrial and manual training schools in the several cities of the country.

The number of circulars of information and other pamphlets printed and circulated the past year has exceeded that of any former year. Inasmuch as the existence of the Bureau of Education is justified on the ground that it is a proper thing for the general Government to collect and disseminate information as to the results of experience and thereby increase the enlightenment of the people at large who have in charge the direction of the schools, it is clear that the usefulness of the Bureau depends upon its ability to print and circulate its documents. An increase of the appropriation made for this purpose is recommended on this ground.

THE TERRITORIES.

NEW MEXICO.

The report of the governor refers to the great satisfaction produced in the Territory by the organization of the "land court" and the character of the judges selected. A large number of claims, covering enormous quantities of land claimed under Spanish and Mexican land

COMMERCE AND RAILROADS.

Three railroads are now in operation through the Territory and charters for other lines have been procured. The report for the year of only one road, the Chicago, Rock Island and Pacific, has been received. This shows a passenger traffic of 55,052, with 161,837,360 pounds of freight, yielding a total revenue of \$455,181.29.

SCHOOLS.

The school children, between the ages of 6 and 21 years, number 31,920, being an increase during one year of 10,583.

Besides the amount raised by direct taxation, and from fines in criminal cases, for school purposes, there has also been received the sum of \$21,346.13 from the rental of school lands, and the schools are in a very prosperous condition. In addition to the system of public schools there have been established a Territorial university at the city of Norman, a normal school at Edmund, and an agricultural and mechanical college at Stillwater, besides several private institutions of learning which are in progress of erection.

LANDS AND AGRICULTURE.

In all of the reservations which have been opened to settlement, except in the Cheyenne and Arapahoe country, all of the land susceptible of cultivation has been entered upon and settled under the homestead laws. In the western half of the last-named country there is still a large amount of land unsettled, due to the fear that its location may render it unattractive for farming, for want of sufficient rainfall. But it is believed that experience will demonstrate that this country will prove also to be fairly good for agriculture.

The climatic conditions of the Territory have been favorable to successful agriculture and the soil has shown its capability of producing large crops of all staple cereals, vegetables, and fruits, and very large crops have been raised during the past year. The grazing lands in the western part of the Territory are described as equal to any in this country. Discoveries of coal have been reported in different parts of the Territory, and there are inexhaustible quantities of gypsum in the western section.

As to the Indians, the governor says that, while some of them manifest more interest in, and imitate more than formerly, the habits of the white man and a few of those whose educational qualifications give assurance of sufficient ability are being nominated for minor offices, yet the mass of them are shiftless, indolent, and unprogressive. They are not in any sense self-supporting and the chiefs still claim governing authority.

The governor represents that it is a matter of great interest to the

whole people to know how the remaining 18,669 square miles of area, belonging to the Territory, still occupied by Indian tribes and as yet unopened to settlement, are to be opened and settled. It is suggested that, in view of the shiftless and unprogressive habits of the Indians, the present policy of allotment, whereby many of the best lands would be withdrawn from sale and taxation for twenty-five years, if persisted in, will seriously retard the prosperity of the Territory.

It is recommended that the Government buy from the Indian all of his allotted lands, except 40 acres for a home to each head of a family, borrow the price of the land from him, pay him interest semiannually upon the money, and open these lands for settlement under the homestead laws.

The governor reports that the social and industrial progress of the people of the Territory is most apparent and the marks of industry and the attainments already realized are matters of surprise. The rapid improvements which are being made among the agricultural population, business enterprises and substantial growth among the cities and towns, and the increasing number of attractive and comfortable houses, all evince a spirit of progress which gives proof of faith in future development.

With the present population, full of confidence and courage, and the hope that, under the decision of the Supreme Court of the United States, they may also gain Greer County, with its 1,300,000 acres, already settled, it is announced that the people will soon ask for admission into statehood.

ALASKA.

The governor states in his report that since his arrival in Alaska, June 1, 1889, he has left the Territory only once, and then upon official business and only for the period covered by the round trip of the steamer. He reports having made official visits to Wrangel, Juneau, Chilkat, Kadiak, Unalaska, and way ports in the North Pacific, on the peninsula and the Aleutian Islands, visiting schools, mines, canneries, and other business enterprises. There are most gratifying evidences among the people, both white and native, of loyalty to the Government and a desire to coöperate with and assist in maintaining law and order.

Sixteen Government vessels have been plying in Alaskan waters; some of them throughout the year. Five naval vessels, the *Yorktown*, *Mohican*, *Adams*, and the *Ranger*, have been protecting seal life in the North Pacific and Bering Sea, while the *Pinta* has been stationed at Sitka and cruising only in southern Alaska.

The *Albatross* was engaged in the work of the Fish Commission in investigating the habits and collecting statistics of the seals, and later in the patrol in Bering Sea. A number of other vessels have been engaged in light-house service, surveying the various waters, pursuing

scientific investigations, and in patrolling and guarding against unlawful sealing.

The Indian police employed during the past year have been 18 in number, and they have generally proved efficient and useful. It is suggested that the number be increased as satisfactory men and favorable conditions are found. These police are required to report to and act under orders from some white man, usually a deputy marshal, in preserving order, preventing the manufacture of hoochinee, to influence native children to attend the schools, and to do general police duty.

MILITIA.

Only a nucleus of an organization now exists, consisting of one company of infantry, uniformed and equipped, with headquarters at Juneau. Several other companies are under consideration, one at least to be composed of natives with white officers.

The governor recommends the importance of some provision of law for defraying the expenses of armories, transportation when required, and at least one annual drill and muster, in order to have some rallying standard in case of emergencies which are liable to occur.

Under the act of Congress of February 12, 1887, providing for arms, stores, and equipage to the militia, provision was not made for any other character of expense or outlay. The allotment to Alaska of a share of this appropriation is now being withheld, and there is no available method of raising money under existing law to meet the expenses of organization, drill, and transportation. A contrast is drawn by the governor as to the comparative cost between the present system of naval and marine protection and the small cost of a militia, under the direct command of the representative of the civil government, and composed of those whose homes, families, and interests are directly involved in any possible conflict with lawlessness. An enabling act to permit the use of money already appropriated for the Alaska militia, to be used in the manner here suggested, is recommended.

COURTS.

A detailed statement is submitted, showing the work of the United States district court and the four commissioners courts of the Territory, and making exhibits of civil and criminal causes instituted and disposed of, fees collected, and fines imposed during the year.

The commissioner at Unalaska left the Territory in 1891, in the fall, and made no attempt to organize or report any business in his court. Since then this district has been without court facilities, although an important and wider field than the other districts. It is represented that the salary paid the commissioners (\$1,000) is too small to compensate a man who is suited to the place and the duties of the office. The several commissioners report fines collected to the amount of \$1,270.

Up to June 30, 1892, six vessels were attached for illegal sealing within Alaskan waters. Three cases are still pending, the schooner *La Nimfa* was condemned and appealed; schooner *Ethel* condemned and sold; steam schooner *Challenge* condemned and sale ordered.

Since July 1 three other seizures have been made, being those of the British steamer *Coquitlam*, British schooner *Winifred*, and whaling bark *Lydia*. The two former cases are pending, the latter was fined for violation of revenue laws and discharged, the seal skins on board being retained by the collector as seized for forfeiture.

The disbursement for the year by the United States marshals amounted to \$28,524.87, and there is reported an outstanding deficiency covering the years 1890, 1891, and 1892 of \$9,630.58.

The receipts of the district court amounted to \$4,369.22, of which \$3,346.22 came from the sale of a schooner and seal skins seized.

The total receipts of the collector of customs were \$8,010.22, while the disbursements were \$17,276. During the year there were 144 prisoners in the United States jails, of which 78 were whites, 63 Indians, and 3 negroes.

The largest numbers of prisoners for any one offense were 27 for selling liquor to Indians and 44 for drunk and disorderly conduct. The fact is strongly commented upon that while liquor is openly sold to "white men," convictions for this are not secured and prosecutions are not rigorously instituted. The excuse is made that public sentiment will not sustain prosecutions and convictions can not be secured. The governor says he is not prepared to dispute these allegations, but he argues at some length to show his belief that if this be true it discloses a condition which requires heroic treatment, and that however objectionable a law is it should be rigidly enforced by the officials.

While the general condition of the Territory has been peaceful there have been several outbreaks of lawlessness, with serious consequences, and these were traceable to the sale and use of liquor. Some instances are given in detail, showing the loss of human life and resulting in a condition which is still full of menace, as a result of the spirit of vengeance which is nursed by the Indians. These cases have, however, been reported to the Attorney-General, and investigation has been made by representatives of that Department.

The lack of proper transportation facilities is a serious hindrance to the prompt and efficient administration of the laws, and hence that protection to which the people are entitled under treaty obligations and under the laws of humanity can not be given. The natural and topographical conditions of the Territory give assurance that it will not soon be traversed extensively by railroads, telegraph lines or wagon roads. Its deep-water channels, navigable rivers, extended coast line and numerous islands suggest the most feasible method of travel and communication. It is suggested that a small steam vessel, in the direct

control of the local administration, would do much to relieve the situation.

The U. S. S. *Pinta*, now stationed there, is represented to be useless for the purposes desired, and, besides, it is not available under the naval regulations. It is said also to be unseaworthy and without speed or accommodations for transportation beyond its own complement of men. A war vessel is not needed, but a small transportation steamer with a marshal's posse and a Gatling gun. With these the local militia would be sufficient in almost any emergency.

The judicial system is said to be defective in the lack of inferior courts, several large and important districts being too remote from the commissioner's courts to afford any legal protection or facilities.

The Kadiak district has a number of important industries, a comparatively large population, schools, and churches, but there is no commissioner within 700 miles of the central point of this district. Sand Point, St. Michael, and the Chilkat region are also represented as districts which have pressing needs for courts. The salaries of commissioners and deputy marshals it is thought should be increased from \$1,000 and \$750, respectively, to \$2,000 and \$1,200, in order to furnish a reasonable living to proper men for the positions.

The governor thinks the conditions do not exist in Alaska under which any general system for the sale of liquor, however high the license, would inure to the benefit of the Territory and the people. The natives, and inhabitants of mixed blood, are mere children in many things, and they become especially dangerous when under the influence of liquor, and they therefore need all the possible protection which prohibition can afford. But liquor is constantly being sold—in a few places under licenses issued by the governor authorizing its sale for medicinal, mechanical, and scientific purposes, and in many instances in violation of law and without license. This is shown by the fact that a great many dealers who have no license, yet pay the special Internal-Revenue tax upon the sale of liquors.

LAND OFFICE.

The business of the land office discloses a condition of marked inactivity. But few applications for mineral patents, mining lands, or surveys have been made, and receipts from purchase money amounted to only \$245. Only one application for town site has yet assumed shape for recognition by the surveyor-general, that of Juneau, and proceedings are as yet incomplete.

Supplemental legislation to the town-site law is urged, to provide for municipal corporations, and to bestow upon them the usual powers of taxation and general police powers.

There should also be a definition of the qualification of voters, as it is represented that many of the natives and others are not as yet fitted for the intelligent exercise of the electoral franchise.

PUBLIC BUILDINGS.

With the exception of schoolhouses and some few others, the Government buildings are in charge of the collector of customs as custodian. The wharf at Sitka was repaired during the year at a cost of \$2,400. The governor's residence and the house of the clerk have been repaired at an aggregate cost of \$1,102.

The whole expenditure upon the public buildings at Sitka during the year amounted to \$4,124. The "Russian governor's house" and the court-house building are represented to be in need of immediate repair, if they are to be preserved.

New custom houses have been erected at Juneau, Mary Island, and Sand Point, at a cost of \$8,000 each. The total expenditures for and upon Government buildings during the year, in the Territory, was \$44,563.44, and yet there appears great necessity for additional improvements. Unalaska should have a custom house. Jails at Douglas, Chilkat, Kadiak, Unga, Unalaska, and St. Michaels are an absolute necessity. School houses are demanded in many places.

Through the efforts of the governor a Territorial library comprising about 850 volumes has been collected, through exchange with the several States, and a small appropriation should be made to cover the cost of transportation and expense of caring for this library as it increases in value to the Territory.

STOCK-RAISING AND AGRICULTURE.

Only a beginning has been made in this business anywhere, and the main body of the country has not even been prospected in this direction.

Potatoes and turnips have been raised in the Yukon Valley. Excellent gardens in southeastern Alaska attest the possibility of limited agricultural success. In this section there are some horses, cows, and mules which thrive and grow fat, requiring to be fed only three months of the year and living for the balance upon rich summer pasture. A number of the islands seem to be specially adapted, with their natural pasturage, for grazing purposes. Stock-raising has not, however, attained any prominence. Several islands in the Kadiak district have been stocked with silver-gray and blue foxes and the prospects are promising for making this a successful enterprise.

Efforts are being made also to propagate reindeer upon some of the islands, and the projectors are very much encouraged. The governor frankly urges that conservatism should govern in organizing colonization schemes for the settlement of Alaska, because of the conditions of the country and the want of facilities for making life there comfortable and prosperous.

COMMERCE.

There are 47 general stores in southeastern Alaska, with a few others dealing in specialties and curios. All of these purchase furs, skins, and other articles for shipment. The balance of the Territory is less thickly covered with trading stations, although there are about 80 in all along the coast and among the islands.

There are in all 55 vessels registered in the district, with an aggregate tonnage of 1,500 tons. There were entrances through the custom-house during the year of 101 vessels and clearances of 86, the latter having a net tonnage of 45,273 tons and the former of 53,719 tons. About a dozen other vessels landed with full cargoes at ports not of entry, and are not recorded.

The imports consisted of machinery, merchandise, powder, clothing, provisions, tools, furniture, and various other things; the exports, of fish, furs, whalebone, ivory, oils, gold and silver bullion, ores, and curios. The total value of imports was \$2,164,238, and the total value of exports was \$7,759,064. Of the latter, salmon in cases represented the value of \$3,157,176, whalebone \$1,210,625, and seal skins \$755,587.

The Alaska Commercial Company does the most extensive business of any company in western, central, and northern Alaska. The headquarters of the company are in San Francisco and the general agent is at Unalaska. They have an extensive plant and numerous trading stations all over the Territory. The value of the furs handled and reported by this company in 1891 amounted to \$348,990.60.

The North American Commercial Company, the lessees of the Pribilof, or Seal Islands, has its home office in San Francisco and general headquarters at Dutch Harbor, and has also an extensive plant and a number of substations. Other large companies are the Lynde & Hough Company, the McCollam Fishing and Trading Company, and the Alaska Treadwell Gold Mining Company.

THE SEAL ISLANDS.

The international complications over the killing of seals in the ocean and Bering Sea, outside the 3-mile limit, have embarrassed to a great extent the lessee of the islands.

The cash income of the people of the islands in 1891 was much less than formerly, and they were compelled to make more of the natural resources of the country. On Walrus Island millions of sea duck make their homes, and the people utilize both the eggs and the birds themselves for food. The seals do not any longer haul out upon Otter Island, except the hair seals.

During the present season only 7,500 seals have been killed on the islands, and the diminished number of seals upon the rookeries shows the terrible waste to seal life in the destructive methods employed in pelagic sealing. Heroic measures are necessary to preserve the seal-

ing industry. In 1890 no less than 50,000 seals were taken in the sea, and more than that number in 1891.

The report says that it has been settled beyond controversy that the seals have no rookeries except upon the Seal Islands and the Russian Islands, known as Commander Islands, northwest of Attu. Strong argument is adduced to defend our claim to this property in the seals, and the necessity for rigid protection against their wanton destruction. Every seal taken in the ocean represents many more destroyed, and the 52,087 taken in the ocean in 1891 indicates the destruction of 300,000 more, three-fourths of which were females.

FISH AND FISHERIES.

The fish products afford the largest item in the commercial record of the Territory and the fish industry employs more men than all other industries combined. This comprises salmon canneries, salteries, codfish enterprises, whale fisheries, and an oil and guano manufactory.

Thirty-six canneries employ 5,900 men as fishermen, laborers, and skilled workmen and require about 100 steam vessels and 600 fishing boats. These canneries represent a capital of \$4,250,000. The product for 1891 was 1,576,737 cases. There are also some salteries, of which the product in 1891 amounted to 9,000 barrels, of the value of \$81,000.

The cod fisheries limit their product by the market, and while the capabilities of the field are enormous, and will gradually be developed into an immense industry, there is as yet only a limited demand from the markets which are accessible. The value of the catch last year was \$375,000. A fleet of 48 whaling vessels made a catch last year which was smaller than for the past four years, but the value of the oil, bone, and ivory taken aggregated \$1,218,293.

There is also a great variety of food fishes, and a statement is made of seventy-five species of these, which are variously used by the inhabitants.

MINING AND MINERALS.

Eight mining districts have organized under the law and others have taken some steps towards organization. Quartz lodes of great promise have lately been discovered on Forty-Mile Creek. Placer-mining continues without abatement and more gold was taken in 1891 than in any previous year. A new steamer put upon the Yukon the present season will increase the facilities for reaching the mines of the Forty-Mile Creek region, where some very rich diggings are reported.

There are sixteen mills for crushing ore in the Territory, with five hundred and fifty stamps. The Alaska Treadwell Gold Mining Company, with works at Douglass Island, has a capital of \$5,000,000 and paid in dividends last year \$450,000. Its total shipments of bullion since 1882 amount to \$3,816,182. Other large companies are reported as engaged in extensive and promising mining enterprises, but the governor con-

cludes a lengthy review of the mining situation by the statement that as yet it is not possible to become enthusiastic over what has been accomplished in the way of development. More capital, more development work, and less speculation in worthless properties are essential to greater progress in the work.

An Alaskan exhibit will be made at the World's Fair, comprising native woods, mineral resources, fish and fur industries, and a complete ethnological exhibit, illustrating the history, life, and habits of the Eskimos, the Athabascans, the Thlinkets, and the Haidas, together with a full set of the types of canoes and boats of the coast peoples from Dixons Entrance to the Arctic Ocean.

Extensions and changes in the mail service are earnestly requested, as in its present condition it is inadequate, although improvements comprising an extension of 1,500 miles of mail routes have been added recently, which are highly appreciated.

EDUCATION.

It is reported that during the past two years the Government day schools have been sadly neglected. The work of most of the teachers is highly commended, but it is claimed that the active and constant attendance of a competent superintendent, unencumbered with other duties, is demanded, in order to promote efficiency.

A table is given showing twelve schools, with a record for nine months of an average daily attendance of scholars ranging from 8 to 36.

A number of the contract and mission schools which receive Government aid have been doing good work, and the Governor says that the best educational work in Alaska has been done through these mission agencies. A number of places are named at which it is recommended that new schools should be promptly established, and it is further stated that unless compulsory attendance be legalized the school privileges will be wasted.

POPULATION.

The governor states that the census return showing the white population to be 4,303 was substantially correct, although presenting a smaller number than had been expected. On the other hand, the enumeration of the natives was necessarily incomplete by reason of their wandering habits during the summer months, and it is believed a complete count would show a third larger number of people.

As to the condition of the natives, it is represented that the progress of civilization among them proceeds slowly as a general rule. The exceptions seem to be the Aleuts and the tribes in southeastern Alaska, where contact with the whites has very much modified them in many respects.

An earnest appeal is made for the establishment of hospitals, in various parts of the Territory for the care of the sick and chronically dis-

eased natives. Their utter ignorance and disregard of hygienic conditions, and want of care and nursing, leads to much suffering and disease which might be corrected by hospital facilities, and this is urged as being the most important need of the people. Medicine distributed to them from a dispensary is of little value, and is only taken when pleasant to the taste, and then its effect is negated by the squalor of the native huts in which they live. Shelter, care, nursing, and hygienic surroundings are demanded, if suffering is to be alleviated.

GENERAL CONCLUSIONS.

The progress of the Territory in development has not been rapid, but something has been done to ameliorate the hard conditions of life in Alaska during the past three years. Additional mail and transportation facilities have been secured. There has been an increase of business enterprises and an extension of the fisheries, mining, and some other industries. Public buildings have been improved and official work is conducted under more favorable conditions. School buildings have been increased in number. Native churches and new missions have been established. Generally the spirit of improvement is abroad.

LEGISLATION NEEDED.

The governor recommends the following as among the most important and needful matters of legislation.

A thorough and complete revision of the laws to adapt them to the needs of this peculiar country.

Power should be vested in the governor to appoint justices of the peace and constables.

Homestead and preëmption privileges should be accorded to bona fide settlers, and fee-simple allotments made to the natives, limiting their power of alienation.

Additional mail facilities for southwestern and central Alaska should be established. There should be a Government road across the divide to the upper waters of the Yukon.

A small steam vessel should be placed at the disposal of the local civil government. Agricultural experiment stations should be established. Four additional commissioners and four deputy marshals, with increase of salary, should be provided. Government hospitals are essential, and a board of charities should be established.

Provision should be made for the incorporation of municipalities and to confer proper powers upon them. It is earnestly recommended that a commission should be appointed by the President, whose duties shall be to recommend laws, assign boundaries to civil and political divisions, constitute a board of public instruction, which shall have local direction of all school matters and the expenditure of the school fund; to make regulations for preservation of the public health, and to make

regulations generally in minor matters. And it is also urged that the Territory should be allowed a Delegate in Congress.

SECRETARY'S RECOMMENDATION.

Alaska is virtually without organization or government. Outrages occur without possibility of prevention or punishment. Smugglers infest the coast and debauch the natives, and the natural resources for food supplies are being recklessly wasted and exhausted to a great extent by aliens. There is presented [see Exhibit C] a bill that has received the scrutiny of the Commissioner of Education, the Assistant Attorney-General (Shields), and myself, and it is deemed such as will remedy greatly the evils existing. The appropriation for a police steam vessel is particularly desirable. The presence of such a boat to run along the coast and among the islands, to which many fugitives escape, would be of great and immediate benefit.

The following is a résumé of a letter, dated Port Townsend, Wash., August 24, 1892, received by the Commissioner of Education from Mrs. L. H. Daggett, secretary of the Alaskan bureau of the Methodist Episcopal Church, who has just returned from an official visit to the school maintained by the Methodist Church, aided by the Bureau of Education, at Unalaska, Alaska, the most important settlement in western Alaska, the rendezvous for all vessels in the Bering Sea trade.

During the three or four warm months the island of Unalaska is infested with sailors from the various and numerous vessels that stop there, and those from the whalers are not only annoying but dangerous. The United States marshal has been a staunch friend of the school and scholars, but he is soon to leave.

The salary is so meager that few fit persons will take it—\$700 and perquisites, which are as meager as the salary. He made a drunken sailor pay him \$5 for giving him (the sailor) a beating.

There is no law there. For a time there was what was called a United States commissioner, but what of, no one knows. He surely was no "terror to evil doers." They had been expecting another man called by the same name.

This man should be a man, not a tool in the hands of such as desire to keep law from the place; a lawyer and a judge, a righteous one, too.

The marshal is simply a police officer, but as there is no lockup all he can do is to drag the prisoners aboard ship or beat them and let them run.

I have detailed all this hoping it may be in your power to look into the matter as to who is sent out there. Is it not your privilege and right to see the appointing power and state the imperative necessity for two good men, and not only good but wise and judicious men, equal to the demands of justice, to be sent there?

YELLOWSTONE PARK.

It appears from the Acting Superintendent's report that travel through the park for the last and present season has been limited, in 1891 because of wet weather and in 1892 because the season opened late and the roads were so washed that extensive repairs had to be made. The roads are now in good repair and the circuit of the park can be made without doub-

ling, except between Mammoth Hot Springs and Norris Basin. A new hotel is needed on the site at Upper Geyser Basin. The park boundaries as now fixed should be maintained, except on the west, where the boundary should be made to conform to the State line. To bring the north boundary down to Yellowstone, Lamar, and Soda Butte would be to destroy 25 and perhaps 50 per cent of the game. Cooke City is accessible by rail from the east or the north, but if a way through the park is deemed essential a track on the north side of the Lamar would be greatly preferable to a dismemberment of the park. A great many fires have occurred, but vigilance and hard work have prevented damage. Campers who allow fires to get beyond control are expelled. In addition to former outposts one has been established at the Thumb and one on Polecat Creek. The quarters of the troop have been supplied by water and sewage systems. A company of infantry should be added to the force. It is suggested that barracks, kitchen, and outhouses for an infantry company and also stables for quartermaster's horses be built now.

The road from Gibbon Falls to Lower Basin needs rebuilding badly. A road should be built from Upper Basin to south line of the park on Snake River; also a road over Mount Washburn from the cañon to Yancy's; also short driveways should be opened to Great Fountain Geyser, Biscuit Basin, Black Sand Basin, Lone Star Geyser, and Inspiration Point. The disbursement of money for improvement of the roads in the park should be under the control of the superintendent instead of under the nonresident engineer, and the work planned and superintended by an officer of the Corps of Engineers ordered to report to the superintendent for that purpose. The hotel service has been satisfactory. The Norris lunch station was burned in May. It is now conducted under canvas, and should be rebuilt. A lunch station should be built at the Thumb.

The transportation service has been good. The only objection made has been to the refusal of stop-over privileges. But, unless the company has previous notice of intended stops, it is impossible for it to afford accommodations without crowding. Camping parties should be encouraged, but under surveillance, since they make much litter and permit the escape of fires. The lake boat service is satisfactory, and adds greatly to the enjoyments of excursions, but the price of small boats to fishing parties might be cheapened.

Tourists still continue to commit vandalism in spite of all vigilance, and it is believed that they sometimes use firearms contrary to regulations. Absolute prohibition of firearms in the park is recommended by the Superintendent.

The fish remain undiminished in the waters, and the plants of the Fish Commission are doing finely.

The thousand dollars allowed for policing and opening camping grounds, etc., was expended in that behalf. There are now so many camping parties in the park that it is impossible to keep up with the





